U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Language Resource Centers

CFDA # 84.229A

PR/Award # P229A180005

Gramts.gov Tracking#: GRANT12659141

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

Table of Contents

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Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/22/2018	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Oregon

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
46-4727800	0792896260000

d. Address:

* Street1: c/o Sponsored Project Services

Street2: 5219 University of Oregon

* City: Eugene

County/Parish: Lane

* State: OR: Oregon

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 97403-5219

e. Organizational Unit:

Department Name:	Division Name:
Ctr Applied Sec Lang Studies	

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Dr.	* First Name: David
Middle Name: O.	
* Last Name: Conover	
Suffix:	

Title: Vice President for Research and Innovation

Organizational Affiliation:

University of Oregon

* Telephone Number: 541-346-5131	Fax Number: 541-346-5138

* Email: sponsoredprojects@uoregon.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

14. Areas Affected by Project (Cities, Counties, States, etc.):

| | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

University of Oregon Language Resource Center: Supporting Meaningful World Language Learning

Attach supporting documents as specified in agency instructions.

Add Attachments   Delete Attachments   View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: OR-004

* b. Program/Project: US-all

Attach an additional list of Program/Project Congressional Districts if needed.

[ ] Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2018

* b. End Date: 08/14/2022

18. Estimated Funding ($):

* a. Federal	785,309.93
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	785,309.93

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

[ ] a. This application was made available to the State under the Executive Order 12372 Process for review on _____ .

[ ] b. Program is subject to E.O. 12372 but has not been selected by the State for review.

[X] c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

[ ] Yes [X] No

If "Yes", provide explanation and attach

[ ] Add Attachment | Delete Attachment | View Attachment

21.

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

[X] ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr.

* First Name: David

Middle Name: O

* Last Name: Conover

Suffix:

* Title: Vice President for Research and Innovation

* Telephone Number: 541-346-5131

Fax Number: 541-346-5138

* Email: sponsoredprojects@uoregon.edu

* Signature of Authorized Representative: Joshua T Kerber

* Date Signed: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

University of Oregon

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	101,536.66	101,623.08	102,974.33	97,389.90		403,523.97
2. Fringe Benefits	66,229.49	70,123.83	70,659.97	73,422.57		280,435.86
3. Travel	7,932.00	4,830.00	3,180.00	3,102.00		19,044.00
4. Equipment	600.00	0.00	0.00	0.00		600.00
5. Supplies	3,700.00	3,700.00	3,700.00	3,700.00		14,800.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	1,800.00	1,800.00	1,800.00	3,335.00		8,735.00
9. Total Direct Costs (lines 1-8)	181,798.15	182,076.91	182,314.30	180,949.47		727,138.83
10. Indirect Costs*	14,543.85	14,566.15	14,585.14	14,475.96		58,171.10
11. Training Stipends						
12. Total Costs (lines 9-11)	196,342.00	196,643.06	196,899.44	195,425.43		785,309.93

*Indirect Cost Information *(To Be Completed by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?   ☒ Yes   ☐ No

(2)   If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017   To: 06/30/2019   (mm/dd/yyyy)

Approving Federal agency: ☐ ED   ☒ Other (please specify): Department of Health & Human Services

The Indirect Cost Rate is   47.50 %.

(3)   If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?   ☐ Yes   ☐ No   If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4)   If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes   ☐ No   If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5)   For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement?   Or, ☒ Complies with 34 CFR 76.564(c)(2)?   The Restricted Indirect Cost Rate is   8.00 %.

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Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
Name of Institution/Organization: University of Oregon						

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation

Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Joshua T Kerber	Vice President for Research and Innovation
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Oregon	06/22/2018

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DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

1. * Type of Federal Action:

- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:

- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:

- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

* Name: N/A

* Street 1: N/A   Street 2: N/A

* City: N/A   State: OR: Oregon   Zip: N/A

Congressional District, if known: N/A

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

N/A

7. * Federal Program Name/Description:

Language Resource Centers

CFDA Number, *if applicable:* 84.229

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: OR: Oregon   Zip: N/A

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: OR: Oregon   Zip: N/A

11.

Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* Signature: Joshua T Kerber

*Name: Prefix: Dr.   * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

Title: N/A   Telephone No.: N/A   Date: 06/22/2018

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

| 1236-UO_CASLS_Appendix_GEPA.pdf | Add Attachment | Delete Attachment | View Attachment |

CENTER FOR APPLIED SECOND LANGUAGE STUDIES: GEPA 427 STATEMENT

The initiatives included in the proposal submitted by the Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) will be accessible to educators and students of any gender, race, national origin, sexual orientation, disability, or age. CASLS has identified potential barriers to equitable access for each type of project activity and provided ways to ameliorate these barriers. In addition to ensuring barriers to access are addressed, equity is a core value of each initiative, which are described more fully in Section 1 of the project narrative.

I. FACULTY LEARNING COMMUNITIES, TEACHER TRAINING INSTITUTES, AND DESIGN CHALLENGES

Each of the three initiatives includes face-to face meetings which include presentations, small group work, and participation in a variety of workshop activities.

Learning Disabilities

Teachers with learning disabilities can access all materials for the training on their own or with assistance from a colleague and/or paraprofessional before the event. Educators who need more time to navigate the materials will have the opportunity to do. This will also enable them to request any needed accommodations.

Blind or Visually Impaired

Visually impaired teachers will be able to request printed workshop materials digitally, so they are fully compatible with a screen reader. They can also enlist the assistance of a paraprofessional to read the workshop materials for them. Upon request, CASLS will mail educators a copy of key materials in braille.

1

Deaf or Hard of Hearing

Teachers who are deaf or hard of hearing may request accommodations at the meetings. CASLS will work with host sites to provide a sign language interpreter as needed. Materials presented in the modules and the content guides will be presented in multiple formats. Teachers who are hard of hearing can manually increase the volume on their computer to listen to multimedia texts. Those with complete hearing loss and those who cannot adjust the volume loud enough may access similar information in a text-based format.

Physical Disabilities

Teachers with physical disabilities who attend meetings may request accommodations. CASLS and all institute locations will do their best to meet reasonable requests. Teachers will need to write with a pen or assistive device, manipulate a mouse to navigate through digital content, make notes related to content guides, and move around the room. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional.

Equity and Access

All teacher training opportunities will be open access and available regardless of age, race, gender, color, nation of origin, and/or sexual orientation. In addition, the use of digital tools will extend the opportunity to participate for those who are unable to travel to face-to-face trainings. Recruitment efforts will intentionally disseminate information to traditionally underrepresented groups.

2. DIGITAL MATERIALS: ONLINE MODULES, MOBILE APPLICATIONS, EMAIL DIGEST

2

Each of the three initiatives described in this proposal will create digital materials in the form of online training modules (Initiative 1), digital simulation measures (Initiative 2), virtual reality and mobile applications (Initiative 3), and an email digest (Initiatives 1, 2, and 3).

Learning Disabilities

Teachers and students with learning disabilities can access the online materials and mobile applications on their own or with assistance from a colleague and/or paraprofessional. Educators and students who may need more time to navigate the online materials and locate resources will have the opportunity to do so because inactivity will not trigger automatic user logout of the system. For Initiative 2, learners will be given the same testing accommodations typically available in other assessment contexts.

Deaf or Hard of Hearing

To participate in online activities, teachers and students will need to access digital materials. All images will be tagged with text and all videos will be caption-ready. Teachers and students who are deaf or hard of hearing may request a sign language interpreter to help them follow assessment instructions and navigate the digital simulation.

Blind or Visually Impaired

All digital tools will be fully screen reader compliant for visually impaired teachers and students. Also included will be the ability to enlarge the text on web browsers and mobile applications. Printed versions of the teacher training resources in braille can be requested through CASLS main office.

Physical Disabilities

Teachers and students will need to manipulate a mouse to navigate through online materials as well as navigate a mobile device. Those who cannot perform these movements on

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their own may enlist the assistance of a colleague and/or paraprofessional. They may also request printed versions of the materials from CASLS staff.

Equity and Access

All materials will be open access and available to teachers and students regardless of age, race, gender, color, nation of origin, and/or sexual orientation. In addition, digital tools will be built to be compliant with multiple browsers and operating systems to ensure feasibility in multiple contexts with varying speeds of connection and, whenever possible, without the need for a persistent Internet connection, which is often a barrier for those with fewer resources.

3. RESEARCH AND DISSEMINATION MATERIALS

Learning Disabilities

Users with learning disabilities can access presentation materials and publications on their own or with assistance from a colleague and/or paraprofessional. Educators can take their time navigating the materials and request alternate formats as needed.

Blind or Visually Impaired

Visually impaired users will have access to materials digitally, and materials will be screen-reader complaint. Those with complete loss of vision can enlist the assistance of a colleague and/or paraprofessional to read the screen for them.

Physical Disabilities

Teachers will need to manipulate a mouse to navigate through the website and access the materials. Those who cannot perform these movements on their own may enlist the assistance of a colleague and/or paraprofessional. They may also request printed versions of conference presentation materials and publications.

4

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

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* APPLICANT'S ORGANIZATION

University of Oregon

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr.   * First Name: David   Middle Name: O

* Last Name: Conover   Suffix:

* Title: Vice President for Research and Innovation

* SIGNATURE: Joshua T Kerber   * DATE: 06/22/2018

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Julie	M.	Sykes	

Address:

Street1: Center for Applied Second Language Studies (CASLS)

Street2: 5290 University of Oregon

City: Eugene

County: Lane

State: OR: Oregon

Zip Code: 97403-5290

Country: USA: UNITED STATES

Phone Number (give area code)
541-346-5699

Fax Number (give area code)
541-346-6303

Email Address:
jsykes@uoregon.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☒ Yes Provide Exemption(s) #: ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| 1239-UO_Exempt_Research_Narrative.pdf | Add Attachment | Delete Attachment | View Attachment |

1. Initiative 1: LinguaFolio Online

Protocol Title: LinguaFolio Online; Protocol Number: 02152013.018 (pending)

Human Subjects Summary: LinguaFolio Online (LFO) is an online portfolio for students learning a second language. At the website, they can set goals, self-evaluate their language skills, reflect on their language experiences, and upload work samples to document their language proficiency over an extended period of time. The research will focus on how effective classroom implementation contributes to developing proficiency in language learners and how effective LFO is in promoting language proficiency. Data collected will be a user survey, use data analytics from the digital platform, user feedback surveys, and focus groups. All data will be anonymized and assigned a code identifier to remove identifying information. Subjects will participate in an informed consent process prior to participating in the research.

Exempt: Yes

Exempt Determination: This is a minimal risk research protocol that qualifies for an exemption from IRB review under 45 CFR 46.101(b)(1) for research conducted in established or commonly accepted educational settings, involving normal educational practices such as research on regular or special education instructional strategies or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure

Protocol Title: Cooperative Digital Language Platform; Protocol Number: 05052015.003 (pending)

Human Subjects Summary: This project uses research to inform the design and development of a digital software paradigm tool for language acquisition and assessment. It will be used both in the university environment and in individual self-study. As such, this research investigates pragmatics and how individuals learn to assess language in a functional way. Data collected will be a user profile survey, use data analytics from the digital platform, user feedback surveys, focus groups, and language proficiency checks. All data will be anonymized and assigned a code identifier to remove identifying information. Subjects are adult learners and will participate in an informed consent process prior to participating in the research.

Exempt: Yes

Exempt Determination: This is a minimal risk research protocol that qualifies for an exemption from IRB review under 45 CFR 46.101(b)(2) for research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior.

Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT)

Protocol Title: Place-based Mobile Learning Technologies; Protocol Number: 11052014.002 (pending)

Human Subjects Summary: This project seeks to investigate the use of place-based mobile game modules for learning foreign languages. The study investigates learning outside a traditional classroom setting, which is compared with classroom procedures and other methods of foreign language study. Data collected will be a user profile survey, use data analytics from the game database, game play audio and video recordings, user feedback surveys, focus groups, and language proficiency checks. All data will be anonymized and assigned a code identifier to

remove identifying information. Subjects are adult learners and will participate in an informed consent process prior to participating in the research.

Exempt: Yes

Exempt Determination: This is a minimal risk research protocol that qualifies for an exemption from IRB review under 45 CFR 46.101(b)(1) for research conducted in established or commonly accepted educational settings, involving normal educational practices such as research on regular or special education instructional strategies or research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

InterCom

Protocol Title: Database and Service User Perception Survey; Protocol Number: 01292015.034 (pending)

Human Subjects Summary: The human subjects risk to this study is minimal. The purpose of this study is to learn about the perceptions and feelings of our users regarding InterCom, both for CASLS' knowledge and for generalizable knowledge about services that language centers and institutions might offer. Data will remain anonymous and will include short (5-8 questions) user perception surveys. Subjects will give their informed consent as part of the survey process.

Exempt: Yes

Exempt Determination: This is a minimal risk research protocol that qualifies for an exemption from IRB review under 45 CFR 46.101(b)(2) for research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior.

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)

- Research issues, hypotheses and questions being addressed

- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | 1234-UO_CASLS_Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS): ABSTRACT

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions for K-20 language learning in foreign, second, and heritage (L2) contexts. CASLS requests four years of funding to implement three initiatives as a Title VI Language Resource Center. The proposed initiatives – (1) Reflective Practice with LinguaFolio Online (LFO), (2) Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure, and (3) Virtual and Augmented Reality for Language Training (VAuLT) – are derived from educator and student requests and address national needs for improving capacities in language teaching and learning.

Each initiative includes a comprehensive approach focused on teacher development, curricula design and implementation, and assessment. Each initiative targets critical points of impact along the K-20 continuum, and each represents CASLS' strategic vision led by an experienced, full-time team dedicated to the success of the proposed initiatives during the grant cycle. In this proposal, CASLS outlines a plan of operation and evaluation for the realization of project activities in three initiatives designed for systemic impact. Initiative goals include the provision of research-based curricular models, increased access and capacity for the teaching and learning of less commonly taught languages, and an augmented repertoire of L2 assessment types. Outcomes are designed to improve learning outcomes, transform pedagogical practices, and provide meaningful support to educators.

Initiative 1: Reflective Practice focuses on the use of e-portfolios as a mechanism for facilitating reflective language learning and teaching. Project activities include the facilitation of faculty learning communities (in both community college and K-12 contexts), online training modules, and the establishment of a one-on-one teacher mentoring system. In addition, the initiative will support the development of a reporting system and learning management integration for LFO as well as TELLfolio, an e-portfolio system for language teachers. *Initiative 2: IPIC Measure* will utilize simulation technologies to pilot, revise, and implement a comprehensive measure of intercultural, pragmatic, and interactional competence in Chinese and Spanish. The measure will produce a learner profile of abilities. In addition to the measure itself, the initiative will support two professional development institutes focused on measure rating and implementation of the results in language classrooms. *Initiative 3: VAuLT* project activities will result in an expanded set of stakeholder-driven learning modules targeting professional and community language use. Drawing on the many benefits of virtual reality and augmented reality, these modules will situate learners in immersive contexts to gain the critical language skills they need. The initiative will result in eight design challenges which integrate professional development and module creation and twelve LCTL-focused, VR/AR modules that include critical language content for professional and community contexts (e.g., games and social justice, thinking routines, and indigenous languages). All three initiatives will include peer-reviewed publications, conference presentations, and the annual publication of fifty-two issues of InterCom, a weekly e-digest for language professionals.

CASLS' extensive experience, robust infrastructure, strong collaborative partnerships, and successful history position the center to meet and exceed the proposed outcomes, providing innovative solutions to language learning that emanate from the recombination and application of ideas and emerging tools. CASLS will create, implement, and evaluate the proposed initiatives, which will deliver high-quality products, experiences, workshops, manuals, and publications to make a regional and national impact in the field of L2 teaching and learning.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1235-UO_CASLS_Narrative.pdf

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

CENTER FOR APPLIED SECOND LANGUAGE STUDIES: TABLE OF CONTENTS

CENTER FOR APPLIED SECOND LANGUAGE STUDIES: PROPOSAL NARRATIVE

The Center for Applied Second Language Studies (CASLS) at the University of Oregon (UO) provides innovative solutions for foreign, heritage, and second language (L2) learning. CASLS' thirteen full-time staff, along with numerous collaborative partners, foster innovation through research-based solutions. This proposal includes three Initiatives—1) *Reflective Practice through LinguaFolio Online (LFO)*; 2) *Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure*; and 3) *Virtual and Augmented Reality for Language Training (VAuLT)*—with corresponding professional development, curricula implementation, and research and dissemination activities. The initiative activities target critical impact points along the K-20 continuum while providing innovative, practical solutions to national challenges in L2 education.

1. PLAN OF OPERATION

1.1. Strategic Vision and Project Design

This proposal seeks to strengthen the nation's capacity in L2 education by focusing project activities around three major initiatives, each derived from educator and student requests and each targeting a critical need along the K-20 strata. To ensure maximal impact, the initiatives include three fundamental components of professional development, increased curricular capacity, and research and dissemination (see Figure 1 and PMFs). This comprehensive approach empowers educators to utilize new materials while ensuring a research-based approach to professional development and curricular design and creation. Each of the three initiatives maximize funds, effort, resources, and expertise.

Drawing on extensive experience with e-portfolios and reflective practice, *Initiative 1: Reflective Practice through LinguaFolio Online (LFO)* expands CASLS' work in the areas of goal setting and reflective practice, both fundamental elements of L2 teaching and learning.

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Figure 1: Proposed Initiatives and Activities

	Initiative 1: Reflective Practice	Initiative 2: IPIC Measure	Initiative 3: VAuLT
Professional Development	- Faculty learning communities - Online modules - Summer institute - One-on-one mentoring	- Rater training & classroom implementation institutes - Rating & classroom resources - ACTFL event	- Design challenges: o Games & social justice o Thinking routines o Mayan, Haitian Creole, Portuguese
Curricular Capacity	- Student portfolio export feature - Student portfolio learning management system integration - TELLfolio teacher portfolio	- Chinese IPIC Measure - Spanish IPIC Measure	- Virtual and augmented reality modules based on the design challenge topics
Research & Dissemination	- InterCom - Sustained participant networks - Conference presentations - Peer-reviewed publications	- InterCom - Conference presentations - Peer-reviewed publications	- InterCom - Sustained participant networks - Conference presentations - Peer-reviewed publications

CASLS will collaborate with the Eugene 4J School District; Lane Community College (LCC); the National Council of State Supervisors for Languages (NCSSFL); and Professionals in Education Advancing Research and Language Learning (PEARLL), the proposed Title VI center at the National Foreign Language Center (NFLC), to meaningfully implement reflective practice through e-portfolios into the classroom. Each project activity, applied in both K-12 and community college contexts, is designed to be innovative, impactful, and scalable. Figure 1 outlines project activities, which are explored in detail in Section 1.2.1

Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure will continue and expand a partnership with the Assessment and Evaluation Language Resource

Center (AELRC) to pilot, revise, and implement a comprehensive measure of intercultural, pragmatic, and interactional competence in Chinese and Spanish. Drawing on work from the 2014-2018 Title VI grant cycle, activities will produce a valid measure in Chinese and Spanish and will enable the assessment to be scaled nationally. The initiative will also support two professional development institutes and an ACTFL symposium speaker focused on intercultural communication. Figure 1 outlines project activities, which are explored in detail in Section 1.2.2.

Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT) is designed to increase curricular capacity in professional and community contexts through virtual and augmented reality modules that target real-world, unscripted language customized for the needs of professional and community domains. To ensure efficacy and impact, module content will be derived from a series of design challenges in which educators, students, and community leaders engage in professional development while creating language learning content. Figure 1 provides an overview of activities, which are described in detail in Section 1.2.3.

1.1.1. Operational Principles

CASLS' strategic vision and project design follow five operational principles: base-plus funding, focused staff, systemic activities, collaborative partnerships, and thoughtful dissemination. These are applied to set realistic target outcomes and maximize the impact of every dollar awarded through Title VI. Each is carried through the proposed initiatives to strengthen project design.

Base-plus funding ensures the best possible use of grant dollars. Title VI funding alone could not provide the resources necessary to achieve the ambitious objectives outlined in this proposal. Each initiative serves as the intellectual and operational scaffold for additional fundraising with Title VI funding serving as the catalyst for robust financial support. In the 2014-

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2018 grant cycle, CASLS supplemented the $741,000 received from Title VI with $7.2 million in additional funding. Leveraging Title VI support to secure additional funding maximizes impact, increases visibility of Title VI efforts, and ensures CASLS meets, and exceeds, project objectives. Section 3 Budget and Cost Effectiveness provides details on how base-plus funding will be applied to each initiative.

CASLS' thirteen full-time staff members are dedicated to leading innovative projects, creating a culture of focus, accountability, cross-project collaboration, and excellence. Team members are experienced in meeting the intellectual and operational challenges of successfully managing grant projects. See Section 2 Quality of Key Personnel for additional information on staff expertise and qualifications.

Through a focus on systemic impact, CASLS recognizes the ecosystem fundamental to high-quality L2 education and designs all center initiatives to include teacher support activities, innovative curricular tools and implementation, and research and dissemination. From this perspective, funds are optimized and embedded throughout the K-20 continua to ensure educators have the support and tools they need while also providing the most up-to-date curricula and assessment tools possible.

Collaborative partnerships are key in making a national impact. CASLS sustains collaborative partnerships beyond grant cycles, drawing on partners when appropriate for grant-funded projects rather than identifying partners solely based on priorities in a request for proposals. Partners include affiliate personnel who are experts in language acquisition, national-level organizations dedicated to L2 education, community stakeholders, other Title VI centers, and master teachers working in classrooms. Collaborative partnerships are at the heart of high-

quality project design and integral to the initiatives proposed here. Table 1 summarizes initiative

partnerships. See Section 1.2 for a detailed description of each partners' role in project activities.

Table 1. Partner Summary	
Initiative 1: Reflective Practice through LinguaFolio Online	
Eugene 4J and Lane Community College (LCC)	Partner on an annual series of regional faculty learning communities focused on the implementation of reflective practice and e-portfolios in the world language classroom at the high school and community college levels
National Council of State Supervisors of Foreign Languages (NCSSFL)	Partner on an annual series of national faculty learning communities focused on the implementation of reflective practice and e-portfolios in the K-12 world language classroom
Center for Advanced Research on Language Acquisition (CARLA)	Deliver a CARLA summer institute focused on reflective practice and the implementation of e-portfolios in the K-16 classroom
Professionals in Education Advancing Research and Language Learning (PEARLL)	Create TELLfolio, a language teacher portfolio with self-assessment, teaching and learning documentation, and a one-to-one mentoring system
Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure	
Assessment and Evaluation Language Resource Center (AELRC)	Collaborate on the design, development, testing, and revision of a measure for assessing intercultural, pragmatic, and interactional competence via digital simulation
National Foreign Language Resource Center (NFLRC) & American Council on the Teaching of Foreign Languages (ACTFL)	Support an invited symposium at ACTFL 2021
Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT)	
Center for Open Educational Resources and Language Learning (COERLL)	Partner on two design challenges around digital games and social justice; build two VAuLT modules
Center for Asian and Pacific Studies (CAPS)	Partner on four design challenges around thinking routines and LCTLs; build seven VAuLT modules which include Chinese, Korean, and Japanese
Consortium of Title VI Latin American Studies Institutes	Partner on two design challenges around community language teaching and learning; build three VAuLT modules focused on Mayan languages, Haitian Creole, and Portuguese

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Lastly, thoughtful dissemination is a core operation principle and fundamental to high-quality project design. In a world in which the amount of information generated annually is more than in the previous 5,000 years (Fisch and McLeod, 2013), thoughtful dissemination helps ensure materials are not lost. CASLS uses a strategic 21st-century approach to dissemination that includes opt-in content delivered to users; consistent social media presence; collaboration with national and international partners to avoid duplicating efforts; digital and print materials; scholarly presentations and publications; workshops; school visits; a consistently updated website with real-time delivery of requested materials; and a mobile application to house customized resources and release new content. CASLS will enhance these efforts by hosting the joint Title VI National Foreign Language Resource Center website to maximize dissemination.

1.2. Plan of Management

CASLS' strategic vision will be realized in each of the three initiatives (see Figure 1) through various project activities designed to meet the Language Resource Center (LRC) program purpose: strengthening and improving K-12 and undergraduate instruction in foreign languages through the creation of meaningful teacher training, innovative curricular materials, valid assessment measures, and strategic dissemination.

1.2.1. Initiative 1: Reflective Practice through LinguaFolio Online (LFO)

Initiative 1: Reflective Practice through LinguaFolio Online (LFO) draws on LFO, an established online tool with over 80,000 student users, to scale implementation, provide professional development opportunities, and increase student access. Simultaneously, the initiative offers a parallel teacher portfolio, TELLfolio, to integrate reflective practice systematically throughout world language education.

National emphasis on high-stakes testing has fueled the development of L2 assessments, resulting in a number of widely accepted proficiency measures. CASLS has been at the forefront of this movement, through its development of the Standards-based Measurement of Proficiency (STAMP) in fourteen different languages, and recognizes the importance of high-quality summative proficiency measures. However, summative proficiency testing alone does not provide a complete picture of students' L2 abilities nor does it motivate long-term learning and in-depth language acquisition experiences. Incorporating test results in a larger picture of learning through goal setting and reflective practice has been found to show a significant impact on learners' multilingual trajectory (Clarke, 2013; Moeller, Thieler & Wu, 2012).

The notion of portfolio connotes summative assessment; however, reflective e-portfolios like LFO and TELLfolio can be used to facilitate and document learners' and teachers' development, making productive use of goal setting, self-evaluation, and meaningful reflection. Learners' engagement in this process has been shown to yield gains in language proficiency (Moeller, Thieler & Wu, 2012) and across subject levels (Clarke, 2013). Additionally, reflective practice facilitates a growth mindset: people who believe they can grow their intelligence outperform those who believe intelligence to be fixed (Dweck, 2015). As users document their progress over time, they see their own growth which encourages continued learning to increase proficiency. When implemented correctly and intentionally, reflective practice can transform learning and improve student outcomes (see Section 6.1).

Initiative activities are intentionally focused on developing classroom capacity for the integration of reflective practice throughout the world language community at the K-12 and community college levels using LFO. Partnering with the Eugene 4J School District and LCC in Eugene as well as with NCSSFL, this initiative will facilitate sustained faculty learning

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communities focused on systemic implementation of reflective practice in world language classrooms. Materials will be derived from a decade of hands-on classroom implementation experiences and user data. Through consistent connections and shared resources, lessons learned through the learning communities will inform improvements to teacher training resources. The initiative will produce two new online teacher training modules, sample lesson plans, a week-long summer institute, and a one-to-one mentoring system.

In addition to a robust, national professional learning community, this initiative will add two new features to LFO: a systematic reporting feature and integration in two learning management systems, both specifically requested by teachers and learners. These additional features enable extended use of LFO in a variety of classroom and community contexts.

The initiative will also develop a parallel e-portfolio for teachers to document their own growth and development utilizing the fundamental strengths of reflective practice. Partnering with the proposed Title VI center PEARLL, the initiative will draw on the nationally recognized Teacher Effectiveness for Language Learning (TELL) framework to connect with a growing network of educators for large-scale piloting and iteration. TELLfolio will guide educators' professional learning by allowing them to compare their current practices to a research-based framework of effective teaching behaviors; set and monitor goals for professional growth; upload evidence such as videos and planning and assessment documents; and connect with relevant professional learning resources.

Lastly, the initiative will focus on impact and dissemination to ensure resources are made available to world language educators around the country. Activities include presentations at national conferences, peer-reviewed publications, and dissemination to practicing educators through the customized weekly e-digest InterCom (see Section 1.2.4 and PMF project goal 3).

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Objectives: Objectives from *Initiative 1: Reflective Practice* align with the LRC program goals across all three dimensions. First, the project includes a professional learning component to expand world language teacher development. It also scales the availability of a digital resource already deemed useful by a large number of educators by providing access and support to students and teachers, and by creating a parallel teacher version for expanded reflection. Finally, this initiative includes dissemination of outcomes to expand the field's understanding of ways in which innovation and professional learning experiences can be scaled nationally.

Timeline: Initiative activities, as summarized in Table 2, will overlap to ensure product development matches professional learning opportunities and educator needs that emerge as part of the FLCs. In addition, dissemination efforts will match professional and curricular development activities.

Table 2. Initiative 1: Reflective Practice through LinguaFolio Online (LFO)				
	Year 1 (2018-2019)	*Year 2 (2019-2020)*	*Year 3 (2020-2021)*	*Year 4 (2021-2022)*
Professional Development	Faculty Learning Community: LCC, Eugene 4J	Faculty Learning Community: LCC, Eugene 4J	Faculty Learning Community: LCC, Eugene 4J	Faculty Learning Community: LCC, Eugene 4J
	Faculty Learning Community: NCSSFL	Faculty Learning Community: NCSSFL	Faculty Learning Community: NCSSFL	Faculty Learning Community: NCSSFL
	Online training module: Using portfolio exports in the community	Online training module: Integrating LFO in your learning management system	Sample lesson plan for LFO integration in community colleges	Sample lesson plan for LFO integration in middle and high schools
		CARLA Summer Institute for LFO implementation	Develop a one-to-one mentoring infrastructure for TELLfolio platform implementation	Pilot and revise a one-to-one mentoring infrastructure for TELLfolio platform implementation

Curricular Capacity	Develop a portfolio export feature for LFO	Pilot portfolio export feature for LFO	Update portfolio export feature	Revise all materials and tools based on pilot data
		Develop LFO integration tools for two learning management systems	Pilot LFO integration in two learning management systems	
	Design and develop TELLfolio platform self-assessment and goal setting	Design and develop TELLfolio platform evidence upload		
Impact and Dissemination	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom
	Sustained participant network	Sustained participant network	Sustained participant network	Sustained participant network
	One conference presentation	One conference presentation	One conference presentation	One conference presentation
		One peer-reviewed publication		One peer-reviewed publication

Use of Resources and Personnel: CASLS Director Dr. Julie Sykes will oversee the initiative to ensure a high-quality outcome of project activities. She will work closely with CASLS Assistant Director Ms. Stephanie Knight to facilitate each of the faculty learning communities, oversee the development of the online training modules and sample lesson plans, and design learning management system integration features. Ms. Knight will also coordinate technical support efforts, manage administration of the LFO and TELLfolio sites, and work with existing partners to maintain consistency of service.

Partnering with PEARLL, CASLS will design and develop TELLfolio, pilot it with language educators, make revisions, and add a robust one-to-one mentoring system. Dr. Sykes and Ms. Knight will coordinate product design and development; PEARLL will conduct pilot

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implementation and support dissemination through conference travel. Both partners will collaborate to implement necessary revisions based on pilot data. Both centers' experience with technological innovation, robust teacher professional development networks, and national reach make them ideal partners to scale the support of reflective practice through TELLfolio.

Mr. Scott Morison and Mr. Carl Burnstein will lead technical development efforts for LFO and TELLfolio. CASLS will use its online project management site to document tasks, set timelines, and store content. External partners will meet monthly to set goals and outcomes, and the CASLS team will meet every two weeks to ensure all development timelines are in place. Title VI funds will support continuous data collection, the creation of training modules for classroom integration of LFO, and technical support for the mobile version of LFO. For details, see Section 3.

Equal Access: This initiative's inherent focus on reflective practice supports traditionally underrepresented groups by creating a space and pedagogical approach whereby all backgrounds and learning contexts are valued. The use of reflective practice empowers learners and educators to document their learning in rigorous, contextually relevant ways (e.g., documenting LCTL heritage language abilities for attaining a Seal of Biliteracy). Partnerships with Eugene 4J, LCC, and NCSSFL ensure stakeholders from underrepresented groups have access to the resources and professional development opportunities through participation in faculty learning communities and accounts for all students whose teachers participate. Approximately 50% of participating students will be from underrepresented minorities. LFO and TELLfolio are designed and built for full accessibility compliance.

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1.2.2. Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure

The IPIC Measure expands the repertoire of L2 assessment techniques and instruments available in world language education. IPIC combines CASLS' expertise in intercultural communication, pragmatics, and digital technologies with the expertise in testing and assessment at the AELRC. IPIC uses digital simulations to guide learners through scenarios in three domains with varying power and social distance (i.e., social, school, and service encounters) to generate a learner profile based on four dimensions critical to competence: knowledge, analytical abilities, subjectivity, and awareness. IPIC allows for an individualized experience, whereby learner response shapes the interaction as the simulation unfolds.

The IPIC Measure will produce a holistic view of learner abilities and, as evidenced in initial pilot studies, offer meaningful insights into those abilities. This measure is the first to combine intercultural, pragmatic, and interactional constructs to accurately measure learners' abilities to produce and interpret language from an intercultural/pragmatic perspective.

In addition to the development and continued piloting of the measure itself, this initiative will support teacher training on rating IPIC scenarios and creating optimal classroom conditions and activities for the development of intercultural, pragmatic, and interactional language abilities in the form of two rater and teacher training institutes, one in Chinese and one in Spanish. Each institute will pilot rater training and classroom resources to be made available online.

In collaboration with ACTFL and the NFLRC at the University of Hawai'i at Manoa, CASLS will support an internationally renowned expert to participate in a TED Talk-style symposium at the 2021 ACTFL convention. The combination of this type of in-person educator support and test development strengthens the project by ensuring the measure meets teacher needs while expanding the capacity of what world language teachers can measure in the

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classroom. A robust schedule of conference presentations and publications completes the full iterative cycle by prioritizing the dissemination of pilot test results and teacher training institute outcomes, thereby extending the impact of results to the world language community.

Objectives: Objectives from the IPIC Measure initiative align with the LRC program goals across all three dimensions. First, the project includes a significant teacher training component to expand the capacity for world language teacher development nationally. In addition, it significantly increases curricular and instructional capacity by extending assessment and offering a validated measure of learners' intercultural, pragmatic, and interactional competence. Finally, it includes a robust research component to better understand the ways in which the complex constructs being measured can be understood. See Section 4 for more details.

Timeline: The IPIC initiative will develop and pilot a measure in two languages, offer professional development, and produce research products. A timeline for each activity is included in Table 3. The timeline ensures that measure development is informed by teacher training, pilot testing, data analysis, and revision.

Table 3. Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure				
	Year 1 (2018-2019)	Year 2 (2019-2020)	Year 3 (2020-2021)	Year 4 (2021-2022)
Professional Development		Rating pilot and teacher training institute (Washington, DC)	Revise rating materials and teacher training resources	Rating pilot and teacher training institute (Oregon)
		Create rating materials and teacher training resources		Finalize rating materials and teacher training resources
				2021 symposium event at ACTFL
Curricular Capacity	Build and pilot Spanish test	Revise and field test Spanish test		Revise Spanish and Chinese tests

	Create Chinese storyboards and assessment matrix	Build Chinese test	Pilot, revise, and field test Chinese test	Disseminate test modules to trained teachers
Impact and Dissemination	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom
	Two conference presentations	Two conference presentations	Two conference presentations	Two conference presentations
	One peer-reviewed publication	One peer-reviewed publication		One peer-reviewed publication

Use of Resources and Personnel: Drawing on initial pilot results that indicate strong learner need and project feasibility, CASLS will complete all initiative activities in collaboration with AELRC Director Dr. Margaret Malone. Drs. Sykes and Malone will oversee all project activities, facilitate rater training institutes, and produce the research products. Drs. Sykes and Malone have extensive experience collaborating on complex projects and partnering for more meaningful outcomes. Dr. Forrest will coordinate project activities with the AELRC team, participate in rater and teacher training institutes, analyze pilot data, and produce research projects.

CASLS will build the digital instrument based on specified content using a code base shared with other ongoing digital projects at CASLS, including those not funded by Title VI. AELRC will conduct focus groups with assessment specialists, contribute to the instrument's general design and assessment model, develop rating criteria and rater training materials, assist with piloting, and collaborate on measure revisions based on feedback from the pilot. Mr. Carl Burnstein and Mr. Scott Morison will oversee technical development and code the digital simulations.

Utilizing CASLS' project management website, the teams will establish realistic timelines, track milestones and tasks, and collaborate on content to ensure annual objectives are

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met. The team will meet weekly online and in-person once per year while attending national meetings to maximize communication without increasing costs. Base-plus funding and accessing shared resources with AELRC is critical to the success of this project. See Section 3 Budget and Cost Effectiveness for details.

Equal Access: The project will provide equal access for eligible participants by ensuring pilot opportunities and teacher training institutes encourage those with large numbers of underrepresented students to participate (e.g., convenient times, no-cost implementation, as-needed mentoring, and project selection based on location). Attention to the inclusion of underrepresented groups, at a minimum, produces the conditions in which all voices are heard. In addition, the focus on skills as opposed to one standard intercultural model provides an epistemic stance for embracing heterogeneity and diversity in world language learning.

1.2.3. Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT)

In response to a significant need for increased capacity for world language proficiency in community contexts, *Initiative 3: VAuLT* utilizes cutting-edge technology to create virtual and augmented reality (VR/AR) modules targeting real-world, unscripted language customized for the needs of professional and community domains. Each VAuLT module will situate learners in immersive contexts so they may gain the critical language skills they need. Module development will begin with eight collaborative design challenges that include world language educators, community leaders, and language students. Regardless of the implementation context, each VAuLT module will follow three guiding pedagogical principles: 1) context-based content in which each module includes relevant vocabulary, grammar, and communication strategies focused on the specific needs of the relevant community; 2) a primary focus on pragmatics in which learning is based on appropriately navigating communicative scenarios and interpreting

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meaning; and 3) a strategic focus to help learners increase language capacities efficiently and effectively while learning how to learn.

Drawing on the strengths of three collaborative partners, VAuLT addresses critical contexts which are the focus of the LRC grant program: equity, workforce training, and LCTL capacity as outlined in Table 4.

Table 4. Initiative 3: VAuLT Contextual Foci and Partners	
Contextual Focus	**Key Partners**
Digital Games and Social Justice: Two design challenges will provide professional development opportunities for world language educators wishing to address social justice and equity issues in the language classroom and/or make use of digital game spaces. The associated set of VAuLT modules will directly engage language learners in equity and social justice issues through games while building language capacity.	Center for Open Educational Resources and Language Learning (Title VI LRC), University of Texas-Austin
Thinking Routines: Four design challenges will provide professional development opportunities for world language educators wishing to address workforce training for global businesses, service industries, and national security. Special emphasis will be placed on East Asian languages (Chinese, Japanese, and Korean). The associated set of VAuLT modules will utilize thinking routines to directly engage learners in language learning for professional contexts.	Center for Asian and Pacific Studies (Title VI NRC), University of Oregon
Community LCTLs: Two design challenges will provide professional development opportunities for world language educators wishing to address community language instruction in Mayan, Haitian Creole, and Portuguese. The associated set of VAuLT modules will focus on the learning of Mayan languages, Haitian Creole, and Portuguese.	A consortium of four Latin American Studies NRCs: Vanderbilt University, Tulane University, University of New Mexico, and Florida International University

For each context, educators will engage in professional development and curricular design in the form of a design challenge and a sustained professional community. Module content will be derived from each design challenge and incorporated into cutting-edge VR/AR technologies by the CASLS team. Working across domains enables both depth and breadth to include a common professional development experience for educators while facilitating the development of specialized, meaningful curriculum in three contexts that are lacking capacity.

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Finally, the implementation of VAuLT modules will allow research on the efficacy of the pedagogical approach across learning contexts. Results will be shared at conferences and through publications to ensure lessons learned can be applied outside the initiative itself. Curricular materials and classroom activities will be shared via InterCom, CASLS' weekly e-digest delivered (see Section 1.2.4).

Objectives: VAuLT initiative objectives address the primary purpose of the LRC program to increase capacity for teaching and learning world languages in three ways. First, the initiative will provide professional development for language educators in the areas of equity and social justice, workforce training, and community LCTLs. Second, it will develop language learning materials that will increase curricular capacity in each of these three areas, where a current void in materials exists. Third, as part of implementation and piloting, VAuLT will employ effective mixed-method designs to measure the efficacy of the newly available innovative curricular materials in three relevant learning contexts. All materials and results will be shared with students, teachers, and administrators for the broadest impact possible.

Timeline: Initiative activities will occur over the four-year grant cycle as outlined in Table 5. VAuLT employs an iterative process in which improvements can be made as necessary while ensuring professional development, curriculum design, and implementation remain closely connected.

Table 5. Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT)				
	Year 1 (2018-2019)	*Year 2 (2019-2020)*	*Year 3 (2020-2021)*	*Year 4 (2021-2022)*
Professional Development	Design Challenge: Digital Games & Social Justice		Design Challenge: Digital Games & Social Justice	
	Design Challenge: Thinking Routines	Design Challenge: Thinking Routines	Design Challenge: Thinking Routines	Design Challenge: Thinking Routines

	Design Challenge: Mayan languages		Design Challenge: Haitian Creole & Portuguese	
Curricular Capacity		Build and pilot one module in digital games and social justice for a LCTL		Build and pilot one module in digital games and social justice for a LCTL
	Build and pilot three Thinking Routines modules	Build and pilot two Thinking Routines modules	Build and pilot two Thinking Routines modules	
		Build and pilot one module in four Mayan languages		Build and pilot one module for Haitian Creole; build and pilot one module for Portuguese
Impact and Dissemination	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom	52 editions of InterCom
	Sustained participant network	Sustained participant network	Sustained participant network	Sustained participant network
	One conference presentation	One conference presentation	One conference presentation	One conference presentation
			One peer-reviewed publication	One peer-reviewed publication

Use of Resources and Personnel: An effective management plan and efficient use of resources is critical to successful outcomes in this complex initiative. Dr. Sykes will oversee partnership collaboration, module template creation, technical and curriculum development, and research efforts. Dr. Forrest will coordinate research efforts. Associate Director Ms. Gettler will facilitate partner connections and conduct needs analyses to ensure community needs are addressed. She will also collaborate with Dr. Sykes, Ms. Knight, and Mr. Daradics on curricular development. Assistant Director Ms. Knight will work with Dr. Sykes on the design challenge facilitation and curricular development. Dr. Sykes, Ms. Gettler, Ms. Knight, and Mr. Daradics will work closely with project partners (Dr. Carl Blyth, Dr. Jeff Haynes, Dr. Edward Fischer, Dr.

Thomas Reese, and Dr. William Stanley) to facilitate the design challenges, recruit and register participants, and pilot curricular modules. The project leadership team will meet monthly to gauge progress, set goals, and adapt as needed.

CASLS will employ open-source software for the technical development of the modules and use an existing codebase to build the VAuLT hub (web-based and mobile) for module dissemination. Mr. Scott Morison and Mr. Carl Burnstein will complete the technical development process for web versions, as well as iOS and Android mobile devices. CASLS' graphic designer will create the module design and user experience visual assets. Dr. Sykes will work with the technical and design teams to ensure collaboration between content development and technical design.

The VAuLT team will utilize CASLS' online project management site to assign tasks, create detailed timelines, collaborate across physical boundaries, and store content. Work will occur in annual phases with a specific pairing of a design challenge and module development to occur every two years as indicated in Table 5. Because LRC funds alone would not be sufficient for carrying out this project, a base-plus funding strategy will be critical to meeting initiative objectives. The majority of these funds have been secured (see Section 3).

Equal Access: The project team will provide equal access and treatment for eligible participants in two ways. First, the inherent structure of the initiative exemplifies a focus on equity through collaboration with project partners from traditionally underrepresented groups. Content and efforts are thus driven by members of the communities, particularly in indigenous languages. Second, significant recruitment efforts will be made to ensure educators and students from underrepresented groups are included in all initiative efforts. This will entail, for example, a social media and print campaign through advocacy groups and pilot implementation in minority-

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serving institutions whenever possible. Despite the challenge of access in VR/AR environments, technical development will include full accessibility compliance.

1.2.4. InterCom

InterCom is a customizable weekly e-digest comprised of educator-selected content. Each issue includes three original topics: 1) a Topic of the Week, a brief insight into a topic relevant to language education; 2) an Activity of the Week, a classroom-ready activity exemplifying the week's theme; and 3) a Spotlight, an update on CASLS' and other Title VI centers' activities. InterCom's curated selection of external resources is tailed to subscribers' chosen interests in the areas of publications, professional development, and curricular resources. A key component in all three initiatives, InterCom will leverage a robust network of educators around the country to increase impact and disseminate information.

Objectives: InterCom addresses two primary objectives relevant to the Title VI LRC program's goal to increase capacity in world language education. First, it provides a customized, digestible, and useful professional development resource for all world language teachers on a weekly basis. Second, InterCom increases curricular capacity by providing resources tied to current research topics and pedagogical needs. Activities of the Week are free to download, easily adaptable to a variety of contexts and languages, and ready to use. InterCom connects professional development resources to curricular resources while ensuring educators have access to the most up-to-date information relevant to their teaching context.

Timeline: InterCom will be published every Monday, for a total of 208 e-digests over the four-year grant cycle. In Year 1, the InterCom website will be revised with a more useful search feature and updated look. Dedicated subscriber campaigns will occur each fall (September - November) to increase readership and expand access.

Use of Resources and Personnel: InterCom Editor Ms. Lindsay Marean will coordinate original content, curate digital content, deploy the weekly digest issue, and organize subscriber dissemination efforts. Dr. Sykes, Ms. Gettler, and Ms. Knight will collaborate on content and strategic planning.

Planning and content storage will be organized in CASLS' project management website. Ms. Marean will meet monthly with Dr. Sykes, Ms. Gettler, and Ms. Knight to plan future issues, working in cycles based on a unique theme each month. Technical delivery is already completed and will be supported by CASLS' technical team as necessary. Year 1 revisions will be overseen by Ms. Gettler and executed by Mr. Carl Burnstein and CASLS' Graphic Designer. Title VI funds will be used primarily for content creation and subscriber dissemination with development funds beyond Year 1 coming from a different source. For additional details, see Section 3.

Equity: InterCom represents CASLS' dedication to access in a number of ways. First, to ensure equal access regardless of race, gender, or impairment, InterCom is available through a simple sign-up and customization process and can be read on any type of device, including those equipped with assistive technologies. CASLS is committed to serving the needs of underrepresented groups though the content and resources provided. Instead of a "one-size-fits-all" model of world language teaching, InterCom presents research-based ideas to empower educators working in all educational contexts, with special emphasis on supporting LCTL communities, racial and ethnic minorities, and teachers in urban and rural contexts.

2. QUALITY OF KEY PERSONNEL

CASLS employs thirteen full-time staff exclusively focused on the center's mission of leveraging research and technology to improve world language teaching and learning. All are paid through base-plus funding models. The team includes combined expertise in second

language acquisition, pragmatics, curriculum design, research methods, assessment, computer

databases, project management, graphic design, and strategic communications. See key

personnel CVs in the Appendix.

The University of Oregon promotes inclusive excellence by working to ensure equitable

access to opportunities, benefits, and resources for all faculty, administrators, students, and

community members. The UO provides funding and support for diversity activities for faculty in

addition to providing support for filling vacant positions in ways that encourage applicants from

traditionally underrepresented groups. In 2016-17, the most recent year for which data is

available, 14.3% of all UO employees were persons of color and 53.5% were women.

2.1. Quality of the Project Director

Dr. Julie M. Sykes, CASLS Director: Dr. Sykes' work focuses on applied linguistics and

second language acquisition with an emphasis on technological and pedagogical innovation for

interlanguage pragmatic development and intercultural competence. Her work addresses the

design, implementation, and evaluation of innovative digital tools to engage language learners in

a variety of institutional and non-institutional contexts. Dr. Sykes' experience includes serving as

the principal investigator on multiple grant projects, including a previous Title VI grant, and

program administration of large initiatives with complex budgets. Although 35% (28% in Year

4) of Dr. Sykes' salary will be paid using Title VI funds, 100% of her time will be devoted to

serving as CASLS Director; overseeing proposed projects, employees, and interns; providing

intellectual direction for all three proposed initiatives; contributing regularly to InterCom; and

securing base-plus funding.

In addition to her role as CASLS Director, Dr. Sykes is an Associate Professor in the UO

Department of Linguistics. She earned her Ph.D. from the University of Minnesota with a focus

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on applied linguistics and second language acquisition. Dr. Sykes has taught courses on second language teaching and learning, methodology and research, language learning and technology, Hispanic linguistics, and interlanguage pragmatic development. She has published various articles on computer-assisted language learning (CALL), including synchronous computer-mediated communication and pragmatic development, gaming and CALL, and lexical acquisition in digitally mediated environments. Dr. Sykes was awarded the 2018 University of Oregon Outstanding Research Award for Innovation and Impact.

2.2. Quality of Other Key Personnel

Stephanie Knight, CASLS Assistant Director: Ms. Knight leads the center's curriculum design and development. Her work harnesses the power of digital tools to promote language acquisition and learner retention in language courses. She has overseen the pedagogical developments of LFO since 2015, work which will inform the proposed LFO initiative, and her extensive experience in curriculum design will be instrumental to the success of VAuLT.

Ms. Knight has presented nationally and internationally on best practices for curricular planning, instruction, professional collaboration, and the intentional incorporation of digital tools in the world language classroom. Ms. Knight holds an M.A. in Latin American Studies from the University of New Mexico. Before joining CASLS in 2015, she taught all levels of Spanish in grades 5-16 and served as International Baccalaureate Diploma Programme Coordinator. She was Diploma Programme Caucus Chair for the Tennessee International Baccalaureate Association and serves on the teacher advisory board for the Vanderbilt University Center for Latin American Studies. Although 15% of Ms. Knight's salary will be paid using Title VI funds, 100% of her time will be devoted to serving as CASLS Assistant Director.

Mandy Gettler, CASLS Associate Director: Ms. Gettler has worked at CASLS for fifteen years. She manages the center's business development, human resources, and strategic communications in addition to leading project teams and collaborations across institutions. She has managed federal, foundation, and private funding sources, including three, four-year cycles of two prestigious grant awards: the Title VI National Foreign Language Resource Center and the National Security Education Program's Oregon Chinese Flagship Program. Her experience coordinating multiple complex grant projects, which includes securing and applying CASLS' base-plus financial model, will ensure quality outcomes of the work proposed here. Ms. Gettler also leads CASLS' innovative communications, making CASLS the first Title VI LRC to employ social media in its dissemination and outreach efforts.

Ms. Gettler has presented on leadership, specifically in steering organizations during times of change. She received the 2014 Officer of Administration Outstanding Employee in recognition for her leadership across campus. Ms. Gettler earned her B.A. in English with a specialization in folklore from the University of Oregon and is currently completing her MBA. Ms. Gettler previously served as editor, and later publications director, for the Pacific Northwest Council for Languages from 2003-2013. While 15% of Ms. Gettler's salary will be paid using Title VI funds, 100% of her time will be devoted to serving as CASLS Associate Director.

Carl Burnstein, CASLS Educational Software Developer: Mr. Burnstein has been with the center since 2010 and brings extensive experience developing mobile apps for iOS. As an integral member of the technology team, he builds, programs, and maintains all of CASLS' online tools and mobile applications in addition to providing user support to language educators using CASLS' products and services. He served as the lead developer for the LFO and place-based mobile applications for previously funded Title VI projects. Mr. Burnstein graduated from

the University of Oregon with a B.S. in general social sciences with a concentration in applied economics, business, and society. He also holds minors in computer information technologies and music. Although 10% of Mr. Burnstein's salary (14% in Year 1) will be paid using Title VI funds, 100% of his time will be devoted to the development of CASLS' strategic initiatives.

Christopher Daradics, CASLS Language Technician: Mr. Daradics' research interests focus on the dynamic nature of language development with a specific focus on the metacognitive affordances of second language development. His work leading international teams on integrating LFO into curricula will provide depth to the LFO initiative proposed here, and his experience guiding international partners to complete design research for a VR language learning mobile application will ensure successful outcomes for VAuLT.

Mr. Daradics earned a master's degree in liberal arts from St. John's College and a master's in linguistics and language teaching studies from the University of Oregon. He has presented on metapragmatic development through explicit mindfulness training, using games for cross-curricular learning, and leveraging the study of language for professional development. Prior to his work at CASLS, Mr. Daradics developed humanities projects, taught special needs middle school students, and taught high school and university humanities courses. Although 10% of Mr. Daradics' salary will be paid using Title VI funds, 100% of his time will be devoted to their implementation including development and maintenance of CASLS' strategic initiatives.

Dr. Linda Forrest, CASLS Research Director: Dr. Forrest's research focuses on the cognitive underpinnings of linguistic processing. She is an expert in cognitive science, theoretical linguistics, and quantitative methodologies. Dr. Forrest has experience analyzing large data to determine language proficiency outcomes, assessing language proficiency, and conducting focus groups to identify key issues. She is adept at synthesizing information for a

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variety of audiences, including academic researchers and practicing educators. Her previously funded Title VI work to envision and begin developing IPIC will be leveraged to ensure a successful extension of the project proposed here.

Dr. Forrest earned her Ph.D. in linguistics from the University of Oregon. She has served as CASLS' research director since 2005 and worked for the center as a data analyst for five years prior. She has taught linguistics courses and developed the first online course at the UO on the structure of English words. While only 15% of Dr. Forrest's salary will be paid using Title VI funds, base-plus funding ensures 100% of her time will be devoted to CASLS' initiatives.

Kim Larsen, CASLS Executive Support Specialist: Ms. Larsen joined the CASLS team in January 2016. She provides executive assistance, edits key public documents, helps manage business and administrative functions, and supports all CASLS initiatives. For the projects proposed here, Ms. Larsen's event coordination experience will be used to plan the VAuLT summer workshops, the IPIC pilot workshop, and the IPIC rating training institute, and she will contribute 5% of her time in this capacity. Ms. Larsen earned bachelor's degrees with honors in anthropology and geography and a certificate in European studies from the UO. She has also earned the UO's 2017 Outstanding Employee Award.

Lindsay Marean, CASLS InterCom Editor: Ms. Marean earned her master's degree in linguistics. She taught K-12 Spanish for five years, giving her a window into the needs of practicing educators. She also supervised pre-service second language teachers and worked as a teacher trainer and curriculum consultant with indigenous California communities. Ms. Marean actively documents and revitalizes indigenous languages and understands the challenges associated with the teaching and learning of LCTLs. Her expertise will be leveraged to develop each weekly issue of InterCom, which serves as a showcase for the three proposed initiatives.

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Although 10% of Ms. Marean's salary will be paid using Title VI funds, base-plus funding ensures her time will be devoted to the successful development and maintenance of InterCom.

Scott Morison, CASLS Educational Software Engineer: Mr. Morison has over twenty years' programming experience specializing in web application, backend database design, and mobile app development. He leads the CASLS technology team in developing tools for language education, including mobile applications for Android. He served as the lead software engineer for LFO, experience which will contribute to the success of the LFO initiative proposed here. Mr. Morison holds a B.A. in computer science and biology from the University of Redlands. He holds certifications in Oracle database modeling and relational database design, Windows NT administration, and J2EE programming. He has seasoned expertise in Linux server stack installation and customization. Although 10% of Mr. Morison's salary will be paid using Title VI funds, base-plus funding ensures 100% of his time will be devoted to CASLS' initiatives.

CASLS is completing the process of hiring a *Graphic Designer* with user interface and user experience design experience, which will contribute to the success of the proposed VAuLT initiative. The graphic designer will work with Dr. Sykes, Ms. Knight, and Ms. Gettler to design user interfaces and media assets for LFO, IPIC, VAuLT, and InterCom. The position will also design web and print materials to disseminate project results.

3. BUDGET AND COST EFFECTIVENESS

The objectives and timelines outlined in this proposal are ambitious, and Title VI funding alone could not provide the resources necessary to successfully complete each project. CASLS will use the three proposed initiatives as the operational and intellectual scaffold for obtaining additional support. This base-plus strategy will maximize project impact, increase cost effectiveness, and ensure that project objectives are not only met, but exceeded. CASLS is

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experienced and successful in this approach, having secured an additional $7.2 million to supplement the $741,000 in Title VI support during the 2014-18 grant cycle.

In addition, Dr. Sykes' faculty appointment in the UO Department of Linguistics and close collaboration with the Language Teaching Studies program affords an opportunity to connect with graduate students, some of whom must complete an internship prior to graduation. CASLS hosted 3-5 graduate interns with experience and interest in applied linguistics and second language acquisition each year during the 2014-2018 Title VI grant cycle. These interns helped complete deliverables for Title VI funded projects; the opportunity to host interns during the proposed project period is expected to continue.

Furthermore, the Vice President for Research and Innovation has provided a tuition remission waiver for a graduate employee to assist the project teams in completing the initiatives proposed here. The UO Global Studies Institute will provide funds for Dr. Forrest's position to ensure that she will have enough support to dedicate to these initiatives. The Department of Linguistics will provides a portion of Dr. Sykes' salary to leverage the synergies between her faculty and director positions, resulting in increased effort on the proposed initiatives.

To maximize technical and curricular developments, *Initiative 1: Reflective Practice through LFO* draws on partnerships with and funding from the NFLC STARTALK program, state education agencies, and individual school districts. CARLA will sponsor Dr. Sykes' and Ms. Knight's summer professional development workshop on the implementation of LFO. CASLS also expects historical support from states through NCSSFL to continue (see letters of support). Most recently, CASLS partnered with the North Carolina Department of Public Instruction and the Utah State Department of Education to develop additional LFO features. These partnerships and funding are expected to continue throughout the grant period.

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The proposed Title VI Center PEARLL is jointly funding activities related to TELLfolio. CASLS' grant funds will be used for technical development; all other costs will be covered through PEARLL funds, including conference travel for one CASLS team member. Should PEARLL not be funded, this initiative will remain primarily a professional learning initiative, leveraging the LFO teacher interface instead of building a new TELLfolio interface.

Initiative 2: IPIC Measure is a collaborative effort funded jointly by CASLS and AELRC. AELRC will fund pilot testing and user participation. Should AELRC not receiving funding, CASLS will continue the project and will work with the UO Office of Research to secure monies for an additional graduate research assistant to conduct pilot study work.

In addition, CASLS will partner with the NFLRC at the University of Hawai'i at Manoa to jointly fund a TED Talk-style symposium at the 2021 ACTFL convention on the value of comprehensive intercultural education, which supports the need and impact of IPIC.

Initiative 3: VAuLT is designed as a collaborative effort among various stakeholders to develop VR/AR modules that target real-world, unscripted language customized for professional and community domains. COERLL will jointly fund the digital games and social justice design challenges and modules, CAPS will jointly fund the thinking routine design challenges and modules, and the Latin American studies NRCs will jointly fund the indigenous languages design challenges and modules. Should one of the partners be unable to participate, module creation will be adjusted. Secure commitments from other outside partners have been made and can be included in LRC efforts as needed. The modular approach of this initiative makes working with multiple partners in different domains practical.

An additional component of the strategic plan over the next four years is to leverage LRC funding to identify and recruit additional partners in supporting long-term publication of InterCom, which currently draws primarily on Title VI funds.

4. EVALUATION PLAN

CASLS has a strong tradition of 360-degree evaluations for personnel and projects and will employ a similar model to evaluate the proposed initiatives. To ensure a meaningful, reliable evaluation plan: 1) the internal team and external Advisory Board will evaluate all projects; 2) evaluators will review each project using quantitative and qualitative measures (see below and a synthesis in the PMF); and 3) CASLS will report all results and data, regardless of outcome, to disseminate lessons learned.

Dr. Linda Forrest will lead internal evaluations and will implement the evaluation plan outlined in this proposal and oversee all evaluation efforts, including collecting data, conducting analyses, and reporting outcomes. To maintain research neutrality in Initiatives 1 and 3, Dr. Forrest will not be involved with design or implementation efforts. Her research expertise, combined with the AELRC external evaluation, will ensure independent analysis of IPIC results (see Section 1.2.2).

External evaluation will be undertaken by CASLS Advisory Board, an independent board charged with advising on CASLS initiatives. Dr. Robert Davis, Mr. Jeff Magoto, Dr. Charles Williams, and one additional member with significant K-12 experience (to be selected in August 2018) will lead the external, independent evaluation team. In addition, based on nominations from CASLS, the external advisory board will select one additional external evaluator. Dr. Davis is a leading expert on teacher training, second language education, and K-16 learning. Mr. Magoto is a nationally recognized leader in technology, second language education, and teacher

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training. Dr. Williams is at the forefront of work on scaling innovation and creating meaningful partnerships for national impact. Their collective expertise will be invaluable for improving the projects and ensuring valid evaluation. CVs for the external team can be found in the Appendix.

CASLS will submit quarterly project updates to the Advisory Board. In Year 1, the Advisory Board will conduct an initial launch meeting to oversee project plans and evaluation efforts. In Years 2, 3, and 4, the evaluation team will meet with CASLS' staff three times per year to evaluate the progress and quality of each project. The Advisory Board will provide ongoing, intermittent support for improving project performance, provide an annual report indicating progress towards accountability and aspirational standards, and evaluate qualitative measures. Should challenges arise outside of their areas of expertise, the Advisory Board will request additional external expertise as needed.

A mixed-methods approach, combining quantitative and qualitative data, will be used to evaluate each initiative. In addition to evaluating the final outcomes of each project, findings will be used to refine technical deliverables, curricular models, and teacher training materials. Measures will be specific to each initiative, yet the research model will be consistent and include the following as appropriate: 1) pre- and post-assessments to measure learning outcomes; 2) participant observation through backend data and front-end observation to address process indicators; 3) site analytics to measure usage patterns; 4) focus groups and/or interviews to gain qualitative perception insights; 5) survey data to measure participant perception of quality, usefulness, and relevance; and 6) external Advisory Board review.

CASLS' evaluation plan explicitly includes the data necessary to meet LRC GPRA measures. Instruments to measure the percentage of LRC products or activities judged to be successful by LRC customers (LRC GPRA Measure 1) will be addressed through participant

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feedback collected using online and paper surveys as well as interviews and/or focus groups. Instruments will highlight quality, usefulness, and relevance. To address Measure 2, the Advisory Board will evaluate all data and reports and share results with independent review panels as necessary. The data used to evaluate each project will enable independent reviewers to judge quality, usefulness, and relevance. The inclusion of LCTLs in each initiative demonstrates an efficient use of LRC funds and, as scalable initiatives are developed, a lowered cost per project as well. Activities proposed here produce six new K-16 teacher training programs, which applies to LRC GPRA Measure 3.

Each initiative includes a comprehensive evaluation plan for project activities, including quantitative indicators of performance represented as a target range of accountability and aspirational outcomes. Accountability outcomes ensure minimum standards are met, even in cases of reduced funding or technical, personnel, or partnership challenges. Aspirational outcomes indicate the performance level needed to reach the full strategic vision toward which CASLS strives. Collectively, project activity goals contribute to meeting the overarching goals of each initiative. Further details can be found in the PMF.

4.1. Evaluating *Initiative 1: Reflective Practice through LFO*

Internal and external evaluation teams will annually evaluate Initiative 1. Success will be determined based on progress toward intended outcomes, and results will be summarized at the end of each year to determine progress. Evaluation data, as shown in Table 6, will include counts to measure completion of quality deliverables, analytics data to measure rate of use, user surveys and interviews/focus groups to measure user perceptions, and review by the Advisory Board.

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Table 6. Initiative 1: Reflective Practice through LinguaFolio Online (LFO) Evaluation Plan

Activities	Performance Measures	Data Sources	Frequency
Professional Development Facilitate two faculty learning communities (FLCs), four online training modules, one summer institute, and a one-on-one mentoring infrastructure	Result: Number of training instances (FLCs, modules, institutes, and mentoring sessions)	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of teacher training instances: 80-95%	Focus groups Survey	Years 1, 2, 3, and 4
	Result: Number of online resources (modules and mentoring instances)	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of online resources: 80-95%	Focus groups Survey	Years 2 and 4 Years 2 and 4
Curricular Capacity Develop learner reporting capacity and LMS integration for LFO; design, develop, and pilot TELLfolio	Result: Reporting capacity and LMS integration in two LMSs	Count data from project records	Years 1 and 2
	Perceived quality, usefulness, and relevance of each added feature: 85-90% by 2022	Focus groups and user testing Survey Review by Advisory Board	Years 1 and 3 Years 1, 2, 3, and 4 Years 1, 2, 3, and 4
	Result: Design, develop, and pilot TELLfolio with self-assessment, evidence upload, and one-on-one mentoring capability	Count data from project records	Years 1, 2, and 3
	Perceived quality, usefulness, and relevance of each feature: 75-95% by 2022	Focus groups and user testing Survey Review by Advisory Board	Years 1, 2, 3, and 4 Years 1, 2, 3, and 4 Years 1, 2, 3, and 4
Research and Dissemination Deliver one conference presentation annually; publish two peer-reviewed articles	Annual result: 1 conference presentation	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of conference presentations: 85-95%	Survey	Years 1, 2, 3, and 4
	Result: 1 peer-reviewed publication	Count data from project records	Years 2 and 4
	Perceived quality, usefulness, and relevance of publications: 85-95%	Review by Advisory Board	Years 1, 2, and 4

4.2. Evaluating *Initiative 2: IPIC Measure*

Evaluation of *Initiative 2: IPIC Measure* will be in collaboration with the AELRC. Evaluation for each activity includes data indicators to evaluate quality completion of the stated deliverables; stakeholder perception through surveys, interviews, and focus groups; user data to track use of the digital simulation instrument and distribution rates of project materials; and review by the Advisory Board. Data from each source will be tabulated, synthesized, and reported through project progress reports, content deliverables, presentations, and publications.

Table 7. Initiative 2: Intercultural, Pragmatic, and Interactional Competence Measure Evaluation Plan			
Activities	*Performance Measures*	*Data Sources*	*Frequency*
Professional Development Facilitate two training institutes and one symposium with accompanying teaching training resources	Result: Number of training institutes and symposia	Count data from project records	Years 2 and 4
	Perceived quality, usefulness, and relevance of training institutes: 80-90% (year 2) and 85-95% (year 4)	Focus groups Survey	Years 2 and 4
	Result: Number of teacher training resources	Count data from project records	Years 2 and 4
	Perceived quality, usefulness, and relevance of teacher training resources: 80-90% (year 2) and 85-95% (year 4)	Focus groups Survey	Years 2 and 4 Years 2 and 4
Curricular Capacity Create an IPIC Measure in Chinese and Spanish	Result: 2 IPIC measures (Chinese and Spanish)	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of each assessment measure: 85-90% by 2022	Focus groups and user testing Survey Review by Advisory Board	Years 1, 2, and 3 Years 1 and 3 Years 1, 2, 3, and 4
	Increase the availability of resources for effective integration of an innovative L2 assessment tool	Review by Advisory Board	Years 3 and 4

Research and Dissemination Deliver two conference presentations annually; publish three peer-reviewed articles	Annual result: 2 conference presentations	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of conference presentations: 85-95%	Survey	Years 1, 2, 3, and 4
	Annual result: 1 peer-reviewed publication for three years	Count data from project records	Years 1, 2, and 4
	Perceived quality, usefulness, and relevance of publications: 85-95%	Review by Advisory Board	Years 1, 2, and 4

4.3. Evaluating *Initiative 3: VAuLT*

Internal and external evaluation teams will review the VAuLT initiative annually to ensure optimal outcomes, adjust activities based on feedback, and revise teacher training and learning materials. Data will be consulted on an ongoing basis to drive the revisions of teacher training and curriculum development.

Table 8. Initiative 3: Virtual and Augmented Reality for Language Training Evaluation Plan			
Activities	*Performance Measures*	*Data Sources*	*Frequency*
Professional Development Facilitate eight design challenges in three contextual domains	Result: 8 design challenges	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of design challenges: 85-95% by 2022	Focus groups	Years 1, 2, 3, and 4
		Survey	Years 1, 2, 3, and 4
		Review by external Advisory Board	Years 1, 2, 3, and 4
Curricular Capacity Design, develop, and pilot 12 VAuLT modules	Result: 12 VAuLT modules	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of modules: 85-90% by 2022	Focus groups and user testing	Years 1, 2, and 3
		Survey	Years 1 and 3
		Review by Advisory Board	Years 1, 2, 3, and 4

	Increase quality resources for effective world language learning in community and professional contexts	User pre- and post-learning data from modules	Years 1, 2, 3, and 4
		Review by Advisory Board	Years 1, 2, 3, and 4
Research and Dissemination Deliver four conference presentations; publish two peer-reviewed articles	Annual result: 1 conference presentation	Count data from project records	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance of conference presentations: 85-95%	Survey	Years 1, 2, 3, and 4
	Result: 1 peer-reviewed publication	Count data from project records	Years 3 and 4
	Perceived quality, usefulness, and relevance of publications: 85-95%	Review by Advisory Board	Years 3 and 4

4.4. Evaluating InterCom

InterCom will be evaluated on the delivery of an e-weekly digest, increased subscription rates, and its perceived quality, usefulness, and relevance. Progress will be monitored on an ongoing basis and formally evaluated each year. A baseline will be established at the start of the four-year cycle and analyzed annually to measure progress. A user feedback survey will be deployed at the start of the cycle and annually thereafter. Results of the survey will be used to enhance the quality of InterCom, increase the number of subscribers, and inform progress on LRC GPRA Measure 1. CASLS will compile qualitative feedback from users annually and receive systematic feedback from the Advisory Board for improved dissemination efforts.

Table 9. Initiatives 1, 2, & 3: InterCom Evaluation Plan			
Activities	*Objectives*	*Data Sources*	*Frequency*
Publish a customizable, weekly digest of original articles, activities, and curated content	Result: 52 issues delivered annually	Count data	Years 1, 2, 3, and 4
		Quality evaluated by external Advisory Board	Years 1, 2, 3, and 4

Increase quality and subscription rates	Usage rate: increase subscriptions and hit rates by 10% by 2022	Count data	Years 1, 2, 3, and 4
	Perceived quality, usefulness, and relevance: annual 10% increase until reaching target of 90% by 2022	Survey	Years 1, 2, 3, and 4
		Review by Advisory Board	Years 1, 2, 3, and 4
	Include a featured resource for LCTLs in each issue	Count data	Years 1, 2, 3, and 4
		Review by Advisory Board	Years 1, 2, 3, and 4
	Include a resource relevant to equity in world language teaching and learning in each issue	Count data	Years 1, 2, 3, and 4
		Review by Advisory Board	Years 1, 2, 3, and 4

5. ADEQUACY OF RESOURCES

CASLS is housed in the UO Global Studies Institute (GSI), along with eleven other centers focused on international initiatives, within the Office of International Affairs. This arrangement allows CASLS to operate independently while sharing resources and administrative support. Collaborations through the GSI are a key resource and have resulted in additional funding, such as a graduate employee to provide additional support to the proposed initiatives.

The UO is a Pacific Rim university with strong language and linguistic departments. As a result, CASLS has access to a diverse pool of graduate and undergraduate students as well as part-time employees and strong institutional partnerships, such as the Department of Linguistics; East Asian Language and Literatures; Department of Romance Languages; UO Undergraduate Affairs; UO Advancement; and the Yamada Language Center. CASLS' Advisory Board is made up of key partners at the UO and in public schools.

CASLS has 2,020 square feet of dedicated space with the technical infrastructure necessary to design and deliver the proposed complex technological tools. Seventeen computer workstations (PC and Mac), fifteen iOS and Android mobile devices, and internal technical

server infrastructure used during the iterative design cycles provide adequate resources for employees to develop the proposed initiatives. Network support is provided by the UO Computing Center with no-cost hosting services available through UO Information Services that will be used to deliver the final initiatives and to host each initiative's website.

In terms of financial resources, CASLS employed the base-plus strategy to bring in eleven times more funding to support Title VI initiatives in the 2014-18 cycle. This strategy maximizes each initiative's scope and impact. CASLS expects this success to continue, with the majority of base-plus funding in place or well underway for the proposed initiatives. See Section 3 for details. CASLS also generates income from entrepreneurial activities and product royalties, ensuring adequate infrastructure and resources to perform the work proposed here.

6. NEED AND POTENTIAL IMPACT

6.1. Need and Potential Impact *Initiative 1: Reflective Practice through LFO*

Need: World language education is facing a crisis, as evidenced by 33% of K-12 educators leaving the profession in their first five years of teaching (Eggen, 2009), a 9.2% decrease in enrollments in world language classes since 2013 (Looney and Lusin, 2018), and a national shortage of certified world language teachers (Swanson and Mason, 2018). Among the many reasons for this teacher shortage, challenges of attrition and burnout can be ameliorated by effective long-term professional development.

This initiative meets the critical need of providing teacher training and support through sustained faculty learning communities, an intensive teacher training institute, and a one-to-one mentoring infrastructure directly tied to reflective practice. TELLfolio, developed in collaboration with PEARLL who has significant teacher training experience, provides an infrastructure for teacher support, development, and mentoring. Further improvements to LFO,

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which streamlines the reflective process for language learners, adds value to their experience, and increases student learning outcomes, thereby decreasing attrition (see Section 1.2.1). The combined efforts in teacher training with enhanced e-portfolio features allow for a comprehensive implementation of innovative and beneficial pedagogical practice. See more about the critical need for this project in the attached letters of support.

Extent of Use: CASLS has a history of facilitating sustained teacher training initiatives with an emphasis on reflective practice and e-portfolios in world language learning. This experience will be applied to the current initiative in the K-12 and community college contexts. It is expected that, over the course of the grant cycle, a minimum of 500 world language educators will receive training and support through this initiative.

LFO is currently used extensively throughout the country. CASLS has delivered e-portfolios to approximately 38,632 STARTALK students. Furthermore, 42,417 students enrolled in other programs currently use LFO. Despite widespread integration of the tool, gaps remain in effectively integrating LFO into the curriculum. Sustained faculty learning communities, tailored for teachers' contexts (i.e., K-12, community college), and online modules will help address this gap. The ability to export reports and integrate LFO in two learning management systems will expand LFO use cases, making it even more practical for world language educators and students.

Contribution to Programs: The sustained faculty learning communities and summer institute offer a significant addition to professional development opportunities for world language educators. These opportunities focus on deep pedagogical innovation and implementation of a portfolio tool designed to facilitate pedagogical growth. As educators are empowered to integrate reflective practice and e-portfolios in their classroom, this initiative strengthens and improves student outcomes (see 1.2.1). The enhanced features of LFO, based on

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feedback and user data, will improve national capacity and ensure effective integration of an e-portfolio in the language classroom. LFO also strengthens assessment capacity in LCTLs; 108 of the 138 languages supported are LCTLs with active users. Dissemination efforts will extend our understanding of best practices and share lessons learned from the outcomes.

6.2. Need and Potential Impact *Initiative 2: IPIC Measure*

Need: In an era of increased accountability, national emphasis on high-stakes testing has fueled the development and expansion of proficiency assessments. Yet, despite the critical need for intercultural, pragmatic, and interactional competence in multilingual interactions, no holistic assessments currently exist (see Roever, 2013 for a related exception). Research shows that these abilities are especially difficult to measure due to immense language variety, individual preferences, and lack of theoretical support (Félix-Brasdefer, 2007; Roever, 2013; Roever, Fraser, and Elder, 2014). The complexities do not, however, eliminate the need to measure these abilities, a competency which, as evidenced by the 2017 NCSSFL-ACTFL Interculturality Can-Do Statements, is critically important for multilingual success.

Drawing on a synthesis of the 57 theoretical models, the IPIC Measure will assess learners' abilities in four areas: knowledge, analysis, subjectivity, and awareness. Each are constructs that have only been tested in isolation, if at all. This initiative thus brings together a robust body of interdisciplinary research. It fills a critical void and will enable teachers to assess learners' language proficiency as well as their ability to use the language in context. See more about the need and value of IPIC in the attached letters of support.

Extent of Use: Currently there are no L2 assessment instruments available for intercultural competence. The digital simulation measures in Chinese and Spanish will be made available nationally and utilized by educators around the country. Based on initial market

research, pilot data from user testing during the previous grant cycle, and partner collaboration meetings, CASLS anticipates extensive use of the IPIC Measure as soon as its available. Possible contexts for use include: 1) as a pre-departure/re-entry measure for study abroad and experiential learning programs; 2) as a formative assessment tool for classroom use; 3) as a summative assessment delivering a nationally recognized score; and 4) as a job interview tool.

Contribution to Programs: This initiative will significantly expand the repertoire of L2 assessment through the creation of an instrument to assess intercultural, pragmatic, and interactional competence for middle school, high school, and university-level students, a previously untested component of language learning critical to multilingual interactions. The assessment in Chinese and Spanish ensures validity for a large number of students and both expands and improves world language study in the United States. Furthermore, the initiative's professional development activities expand educators' skills to teach and assess intercultural communication, thereby improving classroom practice while strengthening the national instruction and assessment ecology.

6.3. Need and Potential Impact *Initiative 3: VAuLT*

Need: In a recent movement towards expanding access and advocacy in world language education, Ortega (2017) highlights the fundamental need to expand our understanding of languages, the people who speak them, and where languages are taught and learned. To increase capacity and access, expanding our notion of the foreign language classroom to include topics related to current events and issues is fundamental. More importantly, teaching learners how to use language for meaningful debate and discussion, regardless of which side of an issue one might take, should be part of the learning experience. Furthermore, extending and supporting the

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contexts in which language education happens both strengthens the quality of, and increases the capacity, for world language instruction.

This initiative does all three. It supports teacher training to extend the content of world language classes, develops learning experiences for workforce placement and professional contexts, and supports community language instruction which may, or may not, occur in brick and mortar classrooms. Furthermore, this initiative fills a notable gap in teacher training around these topics and community contexts for LCTLs. It also utilizes cutting-edge technologies to facilitate the extension of world language learning in terms of content and context. For additional information on the critical nature of the VAuLT initiative, see the letters of support included with this application.

Extent of Use: The VAuLT initiative will create and implement a series of professional development experiences to build community and jump start national collaboration around innovation in pedagogy and context around a wide variety of languages. It is expected that a minimum of 25 educators will be involved in each of eight design challenges for a total of 200 participating educators over the course of four years. All modules will be delivered through a searchable hub and made available worldwide. While the proposal commits to the building of 12 exemplar modules, it is expected that the educators participating in the design challenges will generate many more relevant applications for additional modules. By the end of the four-year cycle, CASLS' goal is to have a total of 20 learning modules as part of the VAuLT hub. With critical mass, the hub will likely see an increasing number of users each year. Teacher training resources and learning modules can be used across world language teaching contexts and domains to reach the widest number of teachers and learners possible.

Contribution to Programs: Projects in this initiative address the critical need for contextualized language learning materials around current social justice issues, workforce domains through thinking routines, and LCTLs in the community (see more details in section 1.2.3 of this proposal). Through the provisions of extensive teacher training opportunities in the form of design challenges and sustained professional learning communities, the initiative enables classroom implementation of VR/AR in these learning contexts while also preparing educators to create materials themselves. As such, this initiative extends the quality and capacity of teacher training experiences and curricular models. The application and refinement of a professional development cycle, combined with curricular development, is directly applicable to the teaching contexts in which educators find themselves. Furthermore, the low-cost application of VR/AR technologies extends the impact of classroom learning to create deeper, more meaningful experiences for language learners and offers additional curricular materials that can be used.

6.4. Need and Potential Impact InterCom

Need: Reduced funding and short timelines limit opportunities for traditional professional development, resulting in decreased participation in workshops and conferences. At the same time, the proliferation of digital information can make it difficult and time consuming to isolate quality information and materials online. InterCom addresses these issues by providing a high-quality, curated, and customizable weekly e-digest.

Extent of Use: CASLS makes a sustained effort to provide tailored professional development resources that stand out among the vast body of workshops and digital resources currently available. InterCom has more than 3,000 subscribers with an estimated readership of 6,000. Integration in each of the proposed initiatives and sustained dissemination over the four-year cycle will further extend this reach. Through meaningful content and intentional subscriber

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campaigns, the project team will ensure more educators have access to the best information relevant to their individual needs. InterCom has already achieved a positive national reputation.

Contribution to Programs: InterCom will extend the scope of each of the three proposed initiatives while also expanding professional development opportunities for educators. Because teachers can customize their issue of InterCom, the e-digest meets the needs of educators at all levels and eliminates sorting through large volumes of available information to find meaningful resources. By proving educators with resources they can use immediately, InterCom strengthens language teaching nationwide.

7. LIKELIHOOD OF ACHIEVING RESULTS

This proposal entails three complex initiatives, multiple collaborative partners, and ambitious objectives. Collectively, the three initiatives work in concert with one another and have the potential to significantly impact K-20 L2 education. The complexity of the initiatives might suggest a set of outcomes that are unrealistic with the amount of available funding. The intention is not to attract funding through a set of unattainable promises, but rather to present a comprehensive plan that capitalizes on a broad base of knowledge and experience to ensure the best possible outcomes with manageable goals and projects that make a strong impact in the language education field.

The proposed initiatives represent the center's strategic vision for the next four years; any additional projects added to CASLS' repertoire will fall within these strategic initiatives. CASLS' significant experience balancing challenging goals with realistic expectations, as well as its history of efficient use of staff time and available funds, is key to the successful realization of the objectives set forth in this proposal. Materials and products will be developed utilizing an iterative model to ensure the highest quality outcome possible. This includes background

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research, pilot testing, and data-driven decision making. CASLS has a twenty-four-year history of achieving project commitments and remains confident of its ability to complete the proposed initiatives for three fundamental reasons:

1. Experience: CASLS has proven it is well equipped to meet ambitious timelines. Over twenty-four years, the center has established its success in completing complex projects and meeting ambitious timelines with limited funding. By drawing on past experiences, varied and targeted skill sets, and a strong infrastructure, CASLS has the elements in place to meet the proposed project objectives.

2. Base-plus Funding Strategy: Title VI provides the funds necessary to meet minimal outcomes. Base-plus funding allows the center to reach aspirational standards. Base-plus funds do not contribute to additional projects; they will directly support the three initiatives proposed here. During the 2014-18 Title VI grant cycle, CASLS secured an additional $7.2 million to supplement the $741,000 in Title VI support. CASLS has already secured commitments for the initiatives proposed here. See Section 3 Budget and Cost Effectiveness for details.

3. Planning: A challenge of any innovative and complex project is dealing with the unknown. CASLS thus makes contingency plans based on realistic possibilities. If projects progress well, CASLS expands and continues them. If a project does not progress as planned due to unforeseen circumstances, CASLS makes adjustments to ensure the best possible outcome. Potential pitfalls include, for example, data demonstrating the need to redesign a simulation, receiving less partner funding than expected, or a key team member's unforeseen absence during critical phases of a project. Regardless of the challenge, the team will revisit the original project plan and timeline to revise strategies for meeting the intended outcomes. Furthermore, the team

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employs a systematic project management and communication system to ensure all project members work together if and when challenges arise.

8. DESCRIPTION OF FINAL FORM OF RESULTS

Collectively, final form results for the proposed initiatives contribute to strengthening national capacity in L2 education. Please review Figure 1, Section 1 Plan of Operation, and Section 4 Evaluation Plan for a comprehensive summary of each initiative.

Successful outcomes for the project activities in *Initiative 1: Reflective Practice through LFO* will result in: 1) the creation and facilitation of four community college and four K-12 sustained FLCs engaged in increasing reflective practice; 2) the creation and delivery of two online training modules and two sample lesson plan templates for LFO curricular implementation; 3) one summer professional development institute hosted by CARLA; 4) the creation of a national one-to-one mentoring system for language educators; 5) the creation of a LFO export reporting feature allowing learners to more broadly share their portfolio; 6) portfolio integration of LFO in two commonly used learning management systems resulting in increased use; 7) the design and development of a nationally available teacher portfolio system to facilitate reflective teaching and learning; 8) the dissemination of 52 high-quality InterCom issues per year; 9) four high-impact conference presentations; and 10) two peer-reviewed publications. Each outcome will be measured on quantitative and qualitative evaluation of the initiative-specific outcomes detailed in Section 4 Evaluation and PMF (Appendix).

Initiative 2: IPIC Measure will result in the first validated measure of learners' intercultural, pragmatic, and interactional competence in the form of a comprehensive learner profile. The profile will provide information on learners' knowledge, ability to analyze intercultural situations, subjectivity, and emotional awareness. Specifically, final form results

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will include: 1) two teacher training institutes and pilot rating sessions; 2) a comprehensive set of measure rating materials and classroom resources; 3) a TED Talk-style event at the ACTFL 2021 convention in partnership with the NFLRC at the University of Hawai'i at Manoa; 4) a research-validated IPIC measure for Chinese and Spanish; 5) the dissemination of 52 high-quality InterCom issues per year; 6) eight high-impact conference presentations; and 7) three peer-reviewed publications. The quality of each outcome will be measured on quantitative and qualitative evaluation of the initiative-specific outcomes detailed in Section 4 Evaluation and PMF (Appendix).

Success in *Initiative 3: VAuLT* will result in an expanded set of stakeholder-driven learning modules targeting professional and community language use. Final form deliverables will include: 1) eight design challenges that integrate professional development and module creation; 2) the creation of twelve LCTL-focused VR/AR modules with critical language content for professional and community contexts (i.e., games and social justice, thinking routines, and indigenous languages); 3) the dissemination of 52 high-quality InterCom issues per year; 4) a sustained network of language professionals connected via their design challenge experience; 5) four high-impact conference presentations; and 6) two peer-reviewed publications. The quality of each outcome will be determined based on quantitative and qualitative evaluation of the project-specific outcomes detailed in Section 4 Evaluation and PMF (Appendix).

InterCom, included in each of the initiatives above, will result in 52 weekly issues per year. Each issue will include a Topic of the Week, a brief introduction to an issue relevant to language teaching and learning; an Activity of the Week designed for immediate classroom use; a spotlight on Title VI activity; and links to curated publications, language-specific resources,

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and professional development opportunities that match teachers' customized profiles. Each issue will include LCTLs, with one monthly theme per year focused exclusively on LCTLs.

9. COMPETITIVE PREFERENCE PRIORITY 1: LCTLs

All three proposed initiatives place significant focus on LCTL teaching and learning through reflective practice. *Initiative 1: Reflective Practice through LFO* facilitates expansion of training opportunities and classroom implementation. LFO currently supports 138 languages and is being used by learners studying 111 different languages, 108 of which are languages other than French, German, and Spanish. LCTL teachers will be invited and encouraged to participate in the FLCs for the K-12 context (French and Spanish taught within LCC). TELLfolio will include LCTL teachers, and their perspectives will be taken into consideration during design and development of the platform itself and in the one-to-one mentoring system.

Initiative 2: IPIC Measure will build, implement, and evaluate a measure of Chinese intercultural, pragmatic, and interactional competence, making an IPIC measure of a LCTL one of the first created. As a result, LCTL educators will have the opportunity to participate in the teacher training institutes and pilot rating sessions.

Initiative 3: VAuLT will create modules in Chinese, Haitian Creole, Japanese, Korean, Mayan, and Portuguese; thus, all the proposed VAuLT modules include LCTLs. LCTL teachers will be instrumental during the eight design challenges and module development, and will become members of a sustained network of language professionals.

InterCom will include materials related to LCTLs in each of its 208 issues. This material may include professional development opportunities, printed and online curricular and assessment materials, and classroom-ready activities through the Activity of the Week. In addition, one monthly theme per year will focus exclusively on LCTL teaching and learning.

10. COMPETITIVE PREFERENCE PRIORITY 2

10.1. Minority-serving Institutions (MSIs)

Initiative 1: Reflective Practice through LFO meets this preference priority through its partnership with PEARLL to develop TELLfolio. PEARLL, housed within the NFLC at the University of Maryland-College Park, qualifies for Title III-A with its designation as an "Asian American and Native American Pacific Islander Serving Institution" (AANAPISI-F).

Initiative 2: IPIC Measure includes a partnership with NFLRC at the University of Hawai'i at Manoa to co-sponsor a TED Talk-style event at the 2021 ACTFL convention. The University of Hawai'i at Manoa qualifies for Title III-A as it is designated as an "Asian American and Native American Pacific Islander Serving Institution" (AANAPISI-F).

Initiative 3: VAuLT will meet this preference priority through a partnership with the Latin American Studies NRCs at four institutions, two of which are Florida International University (FIU) and the University of New Mexico (UNM). FIU qualifies for Title III-A and Title III-B as it is designated as both a "Hispanic Serving Institutions - Science, Technology, Engineering and Math" (HSI STEM) and as a "Minority Science and Engineering Improvement Program" (MSEIP). UNM qualifies for Title III-A with its designation as a Hispanic Serving Institutions - Science, Technology, Engineering and Math" (HSI STEM) institution.

10.2. Community Colleges

Initiative 1: Reflective Practice through LFO will meet this preference priority through a sustained and significant collaboration with LCC, which awards bachelor's degrees to less than 50% of enrolled students. *Initiative 3: VAuLT* will focus thinking routines design challenges on the community college context, continuing a partnership with LCC as well as other community colleges in the Pacific Northwest Pathways Collective, a collaboration led by CASLS.

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12. LIST OF ACRONYMS

Acronym	Meaning	Acronym	Meaning
ACTFL	American Council on the Teaching of Foreign Languages	AELRC	Assessment and Evaluation Language Resource Center
CAPS	Center for Asian and Pacific Studies	CARLA	Center for Advanced Research on Language Acquisition
CASLS	Center for Applied Second Language Studies	COERLL	Center for Open Education Resources and Language Learning
FLC	Faculty Learning Community	IPIC	Intercultural, Pragmatic, and Interactional Competence
L2	Second and Foreign Language	LCC	Lane Community College
LCTL	Less Commonly Taught Language	LFO	LinguaFolio Online
LRC	Language Resource Center	NCSSFL	National Council of State Supervisors for Languages
NFLC	National Foreign Language Center	NFLRC	National Foreign Language Resource Center
NRC	National Resource Center	PEARLL	Professionals in Education Advancing Research and Language Learning
PMF	Performance Measure Form	STAMP	Standards-based Measurement of Proficiency
UO	University of Oregon	VAuLT	Virtual and Augmented Reality for Language Training
VR/AR	Virtual Reality/augmented Reality		

Other Attachment File(s)

* Mandatory Other Attachment Filename: 1238-UO_CASLS_Appendix.pdf

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CENTER FOR APPLIED SECOND LANGUAGE STUDIES: APPENDIX

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             Hispanic Linguistics
             Areas of Specialization: Second Language Acquisition, Computer-Assisted
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             Spanish-Summa Cum Laude
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August 2013-   **Director,** Center for Applied Second Language Studies
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December 2004-July 2005	**Assistant Onsite Director and Instructor Supervisor**, Mexico Summer Program, Arizona State University Summer Study Abroad Programs P.O. Box 870202 Tempe, AZ 85287-0202
June 2002-July 2004	**Correspondence Course Instructor**, Department of Languages and Literatures, Distance Learning, Arizona State University P.O. Box 870202 Tempe, AZ 85287-0202

January 2003- December 2003	**Spanish Language Instructor and Consultant**, Maricopa County Employee Training Center and Clinic for the Homeless, Phoenix, AZ Elementary Spanish for Clinicians
August 2003- December 2003	**Graduate Course Intern**, Technology in the Foreign Language Classroom, Department of Languages and Literatures, Arizona State University FLA598-Technology in the Foreign Language Classroom P.O. Box 870202 Tempe, AZ 85287-0202

PROFESSIONAL RECOGNITION

2015-present Chair, Language Resource Center Coordinating Council, Title VI National Language Resource Center Council.

2014-present Resident Scholar, University of Oregon.

2011-2012 Outstanding New Faculty of the Year, University of New Mexico, Albuquerque.

2012 Young Alumni of the Year, California Lutheran University, Thousand Oaks, CA.

2010-2011 New Faculty of the Year Nominee, University of New Mexico.

2009-2010 New Faculty of the Year Nominee, University of New Mexico.

2008 Computer Assisted Language Instruction Consortium Graduate Student of the Year.

2007 Article of the Year, *CALICO Journal* (co-authors, Barbara A. Lafford and Peter Lafford); Awarded 2008.

Spanish Linguistics Student Award, Arizona State University, 2004.

Award for the Improvement of Language Teaching, grant to create computer-based materials to accompany SPA 101 & SPA 111, 2003, Arizona State University.

Gail Gunterman Award for Teaching Excellence, awarded annually to the best teaching assistant of the year, 2002, Arizona State University.

Member of Sigma Delta Phi, Spanish Honor Society, 2000-present.

SCHOLARLY ACHIEVEMENTS

Books

Sykes, J. & Reinhardt, J. (2012). *Language at Play: Digital Games in Second and Foreign Language Teaching and Learning*. Series on Theory and Practice. In Second Language Classroom Instruction, J. Liskin-Gasparro & M. Lacorte, series (Eds.). Pearson-Prentice Hall.

Edited Volumes

Sykes, J. (2017). Learning in Computer Assisted Language Learning, Volume 2. Ed. Four-series Reader on Computer Assisted Language Learning, M. Thomas Series Editor. Bloomsbury.

Reinhardt, J. & Sykes, J. (Eds.). (2014). Game and play activity in technology-mediated L2 teaching and learning. Special Issue of *Language Learning and Technology,* 18(2).

Taguchi, N. & Sykes, J., (Eds.). (2013). *Technology in Interlanguage Pragmatics Research and Teaching*. John Benjamins Language Learning and Teaching Series.

Articles in Refereed Journals

2018. Sykes, J. Digital games in language teaching and learning. *Foreign Language Annals*, 50th Anniversary Edition, 219-224. [invited]

2016. [reprint in *Landmarks in CALL Research*. Greg Kessler (Ed.), 160-183] Sykes, J., Oskoz, A., & Thorne, S. (2008). Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal,* 25(3), 528-546 [one of the eight most frequently cited articles in CALICO 1995-2016].

2011. Holden, C. & Sykes, J. Leveraging Mobile Games for Place-based Language Learning. *International Journal of Game-based Learning*. 1(2), 1-18.

2010. Sykes, J. (In)Commensurable Discourse: Researchers and Practitioners Bring Pragmatics to the Language Learning. Viewpoints Article. *Studies in Hispanic and Lusophone Linguistics*, 253-263. [invited]

2009. Thorne, S., Black, R., & Sykes, J. Second Language Use, Socialization, and Learning in Internet Interest Communities and Online Games. *Modern Language Journal*, 93, 802-821.

2009. Mack, S. & Sykes, J. *¡Qué feíto estás tú también, cariño!*: A Comparison of the Response to the Use of 'Positive' Irony for Complimenting in Peninsular

and Mexican Spanish. *Studies in Hispanic and Lusophone Linguistics*, 2, 305-346.

2008. Sykes, J., Oskoz, A., & Thorne, S. Web 2.0, Synthetic Immersive Environments, and Mobile Resources for Language Education. *CALICO Journal,* 25(3), 528-546.

2008. Sykes, J. & Cohen, A.D. L2 Pragmatics: Six Principles for Online Materials Development and Implementation. *Acquisition of Japanese as a Second Language*, 11, 81-100. [invited]

2007. Lafford, B., Lafford, P., & Sykes, J. Entre dicho y hecho…: An Assessment of the Application of Research from Second Language Acquisition and Related Fields to the Creation of Spanish CALL materials for Lexical Acquisition. *CALICO Journal*, 24(3), 497-529. [Awarded CALICO Article of the Year, 2007.]

2005. Sykes, J. Synchronous CMC and Pragmatic Development: Effects of Oral and Written Chat. *CALICO Journal,* 22(3), 399-431.

2004. Colina, S. & Sykes, J. Educating Parents in the Spanish-Speaking Community: A Look at Translated Educational Materials. *Bilingual Research Journal*, 28(3), 299-317.

Refereed Conference Proceedings & Journals of Practice

2016. Holden, C., Sykes, J., & Thorne, S. L. Mentira – The Death and Life of an Augmented Reality Curriculum. *Proceedings of GLS 12: Games + Learning + Society Conference*.

2016. Sykes, J., Forrest, L., & Carpenter, K. Building a successful and sustainable language immersion program: The Portland, Oregon Mandarin Dual Language Experience. *The Language Flagship.* National Security Education Program.

2015. Sykes, J. (invited, in press). TECH Tips, *The Language Educator, ACTFL.*

2014. Sykes, J. "Just" Playing Games? A Look at the Use of Digital Games for Language Learning. *The Language Educator, ACTFL*, 32-35.

2008. Sykes, J. & Cohen, A.D. Observed Learner Behavior, Reported Use, and Evaluation of a Website for Learning Spanish Pragmatics. In M. Bowles, R. Foote, and S. Perpiñán (Eds.). *2007 Second Language Research Forum Conference Proceedings*, Cascadilla Press, 144-157.

Articles Appearing as Chapters in Edited Volumes
(* denotes refereed chapter)

*2016. Sykes, J. Technologies for Teaching and Learning Intercultural Competence and Interlanguage Pragmatics. In *Handbook of Technology and Second Language Teaching and Learning*. S. Sauro & C. Chapelle (Eds.). Wiley.

*2014. Sykes, J. Emerging Technological Resources for Teaching Spanish. In *Methodological Approaches and Realities, Routledge Handbook in Applied Linguistics*. M. Lacorte (Ed.). Routledge. 238-257.

*2014. Sykes, J. TBLT and Synthetic Immersive Environments: Design, Assessment, and Transfer. In *Technology and Tasks: Exploring Technology-mediated TBLT*, M. Gonzalez Lloret & L. Ortega (Eds.). John Benjamins. 149-182.

2013. Sykes, J. (Published in Japanese, translated by Kazumi Hatasa). Digital Games and Second Language Pragmatic Acquisition. In *Topics in Japanese SLA*, K. Hatasa (Ed.). 275-289.

*2012. Reinhardt, J. & Sykes, J. Conceptualizing digital game-mediated L2 learning and pedagogy: game-enhanced and game-based research and practice. In *Computer Games in Language Learning and Teaching*, H. Reinders (Ed.). Palgrave Macmillan, 32-49.

*2012. Cohen, A. & Sykes, J. Strategy-based Learning of Pragmatics for Intercultural Education. In *Linguistics for Intercultural Education in Language Learning and Teaching*, F. Dervin & A. Liddicoat (Eds.). John Benjamins, 87-111.

*2012. Holden, C. & Sykes, J. Mentira: Prototyping Language-based Locative Gameplay. In *Mobile Media Learning: Amazing Uses of Mobile Devices for Teaching and Learning,* Dikkers, S., Martin, J., & Coulter, B. (Eds.). ETC Press. Pittsburg, PN, 111-131.

*2011. Sykes, J. & Holden, C. Communities: Exploring digital games and social networking. In *CALICO Monograph 2011*, L. Ducate & N. Arnold (Eds.) 311-336*.*

*2010. Sykes, J. Multi-user Virtual Environments: User-Driven Design and Implementation for Language Learning. In *Teaching Through Multi-user Virtual Environments: Applying Dynamic Elements to the Modern* Classroom, G. Vicenti & J. Braman (Eds.). IGI Global, 283-305.

2010. Sykes, J., Reinhardt, J., & Thorne, S.L. Multiuser Digital Games as Sites for Research and Practice. In *Directions and Prospects for Educational Linguistics*, F. Hult (Ed.). New York: Springer, 117-136.

*2009. Sykes, J. Learner Requests in Spanish: Examining the Potential of Multiuser Virtual Environments for L2 Pragmatic Acquisition. In The Second Generation: Online collaboration and social networking in CALL, *2009 CALICO Monograph*, L. Lomika & G. Lord (Eds.). 199-234.

2008. Sykes, J. & Cohen, A.D. Learner Perception and Strategies for Pragmatic Acquisition: A Glimpse into Online Learning Materials. In *Language and Linguistics: Emerging Trends Volume*, F. Columbus (Ed.), NOVA Publications, 99-135.

Other Writings

2012. Sykes, J. Synthetic immersive environments and second language pragmatic development. In *The Encyclopedia of Applied Linguistics*, Carol Chapelle (Ed.), Oxford, UK: Wiley-Blackwell, 2013. (refereed encyclopedia entry)

2011. Sykes, J. Review of Francisco Yus. 2010. *Ciberpragmática 2.0: Nuevos usos del lenguaje en Internet* [Cyberpragmatics 2.0: New uses of language on the Internet] 366 pp. ISBN 978-84-344-1713-7, EUR 35,00. *Journal of Pragmatics*, 43(10), 2664-2666.

2011. Sykes, J. Review of Lee Abraham & Lawrence Williams (Eds.) (2009). *Electronic Discourse in Language Learning and Language Teaching*. Philadelphia: John Benjamins, Pp. V, 346. ISBN 978-90-272-1988-6, hardbound; 978-90-272-9055-7, e-book. *Modern Language Journal*, 95(1), 166-167.

2010. Cohen, A. D. & Sykes, J. M. Language-learner strategies and their effect on speech act performance. *Applied Linguistics Forum, 30*(1), np.

2010. Sykes, J. Review of Eva Alarcón-Soler (ed.) (2008). *Learning How to Request in an Instructed Language Learning Context*. Berlin, Peter Lang. Pp. 260, ISBN 978-3-03911-601-0. *Modern Language Journal*, 146-147.

2009. Sykes, J. & C. Klee. Review of Maria Elena Placencia & Carmen Garcia. (2007). *Research on Politeness in the Spanish-speaking World*. Mahwah, NJ, Lawrence Earlbaum Associates, Pp. 442. ISBN 1750-8649. *Sociolinguistic Studies*, 541-544.

Digital Media Publications

ECOPOD, a place-based experience for academic residential communities.

InterCom, a Weekly Digest for Busy Teachers. Lindsay Marean (Ed.); Lead
      Contributor, http://caslsintercom.uoregon.edu/site/index
Invited Contributor, *Open Up: Conversations on Open Education for Language
      Learning*, http://blog.coerll.utexas.edu/
Mentira, a mobile, place-based, augmented reality game for learning Spanish. Co-
      authored with Christopher Holden. http://www.mentira.org
Croquelandia, a Synthetic Immersive Gaming Environment for Learning Spanish,
      University of Minnesota. https://sites.google.com/site/croquelandia/
Dancing With Words: A Website for Learning Spanish Pragmatics. Co-authored with
      Andrew D. Cohen. University of Minnesota.
      http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html

Works in Progress

Articles
Submitted

Knight, S.K., Sykes, J., Thorne, S.L. Social justice and language Social Justice and
      Language Learning: Digital Games, Augmented Reality, and Virtual Reality
      as Catalysts for Transformation. *CALICO Special Issue.* [invited]

Sykes, J. & Dubreil, S. Pragmatics Learning in Digital Games and Virtual
      Environments. Routledge Handbook on Pragmatics and Technology. N.
      Taguchi, Ed. [invited]

PRESENTATIONS – INVITED AND/OR REFEREED

Invited

Pragmatics and Language Socialization. Invited Panelist. 2017 Wilga Rivers
      Colloquium in Honor of Leo VanLier. American Association of Applied
      Linguistics. Portland, OR. To be presented March 26-29, 2016.

Digital Games in the Humanities. Invited Speaker. Vanderbilt University Conference
      on Digital Games and Medieval Studies. Nashville, TN. To be presented
      December 7-8, 2016.

Proficiency and Pragmatics: Expanding our Repertoire of Language Assessment.
      Invited Keynote. Consortium on Useful Assessment in Language and
      Humanities Education. AELRC. University of Notre Dame. North Bend, IN.
      October 7-8, 2016.

Digital Games, Augmented Reality, and Foreign Language Education. Invited Keynote and Workshop Facilitator. Language Teaching Summer Institute, University of Florida-Gainesville. Gainesville, FL. July 16-18, 2016.

Making Linguafolio Online Work in Your STARTALK Program. Invited speaker with A. Moeller. STARTALK Spring Meeting. Minneapolis, MN. May 6-7, 2016.

Next Steps. Invited Facilitator. Flagship Technology Innovation Center. San Francisco, CA. March 17-18, 2016.

Digital Games, Language Learning, and Social Justice: From Design to Classroom Implementation. Invited Presenter. Confederation in Oregon for Language Teaching. March 12, 2016.

Moving Forward. Invited Facilitator. Flagship Technology Innovation Center. Pittsburgh, PA. February 26-27, 2016.

Place-based Games with ARIS. Workshop. Invited Facilitator. UO Language Council, University of Oregon. January 23, 2016.

Digital Games and Language Learning. What Can We Do in Our Classrooms? Keynote. San Diego State University. November 19, 2015.

Breaking the Mark. Invited Facilitator. Flagship Technology Innovation Center. University of Hawaii. November 5-6, 2015.

Transforming Second Language Teaching and Learning: Place, Space, and Design. Keynote. Foreign Language Roundtable. University of Virginia. October 30, 2015.

Tapping into the Power of Play for Transformative Language Learning. T8: Italian Teaching Symposium. Montclaire State University. October 23, 2015.

Digital Games in the Language Classroom: A Professional Development Experience. 7th Annual Language Educators Workshop. East Straudsburg University of Pennsylvania. September 19, 2015.

Re-thinking the Online and Hybrid Classroom: Three Ideas to Make Digital Work for You. Invited Presenter. ADEIL Professional Development Webinar. July 9, 2015.

Tackling Interaction In, Around, and About: Digital Games to Facilitate L2 Learning. Pearson World Languages Series. November 14, 2014. Available Online: http://www.pearsoned.com/events/tackling-interaction-in-around-and-about-digital-games-to-facilitate-l2-learning/.

Are Your Ready for an Adventure? Place-based Augmented Reality and Second
Language Learning. Pusack-Otto Lecture Series Keynote, University of Iowa,
Iowa City, IA. September 19, 2014.

Pragmatics, emergent digital spaces, and L2 learning. With Steven L. Thorne. 19th
Pragmatics and Language Learning Conference. April 2014.

Beyond Four Walls: Place and Space in International Education. 21st Annual
Meeting on the Internationalization of US Education. Williamsburg, VA.
April 2014.

Gamification for Language Learning, Invited Pre-Conference Workshop, with J.
Reinhardt. 47th Annual Meeting and Exposition, American Council on the
Teaching of Foreign Languages (ACTFL). Orlando, FL. November 2013.

Digital Technologies Symposium. Invited Panel Speaker. Pearson Digital
Technologies Symposium. April, 2013.

Place is Key: An Examination of Mobile Games and Simulations in Language
Learning, Invited Keynote Speaker, 5th Ohio University CALL Conference.
April 2013.

How a Spanish Major Became a Level 53 Night Elf Hunter. Keynote Speaker,
Outstanding Young Alumni Award Address. Honor's Day Convocation.
California Lutheran University. April 2012.

Digital Games and Language Learning: Bridging the Distance. Invited Guest
Speaker, 65th Annual Kentucky Foreign Language Conference. University of
Kentucky. April 2012.

Digital Game Mediated Language Learning: From Ideas to Implementation. Second
Language Symposium, Invited Keynote Speaker, Michigan State University.
February 2012.

Beyond Four Walls: Can Digital Games Really Change the World? SLAT
Interdisciplinary Roundtable, Invited Keynote Speaker. University of
Arizona, Tucson, AZ. February 2011.

PEO Scholar's Award: Intercultural Education and Technology. Invited Scholar's
Award Representative, PEO New Mexico State Convention, Albuquerque,
NM. April 2010.

To Play or Not to Play: Digital Games and Language Learning. Invited Speaker,
University of Colorado – Boulder. February 2010.

Realms of Possibility: Understanding the Role of Multiuser Virtual Environments in Foreign Language Curricula. Electronic Roundtable: Virtual Worlds and Pedagogy. Modern Language Association, Philadelphia, Pennsylvania. December 2009.

Tomorrow and Beyond: A Top "Ten" List of Technologies in Language Learning. Pearson World Languages Symposium, California State University – Long Beach. March, 2009.

Interlanguage Pragmatics, Multiuser Environments, and Language Learning: Helping Learners Help Themselves. Invited Speaker, Department of Linguistics Colloquia, University of New Mexico. October, 2008.

The Secret of My (Simulated) Success. Invited TEL Grant Panel Participant. TEL Seminar, University of Minnesota. February 2008.

Croquelandia: A Synthetic Immersive Environment to Enhance Intercultural Communication. Invited Participant. Neighborhoods in Cyberspace Symposium, University of Minnesota. February, 2008.

PEO Scholar's Award: Dynamic Interaction, Immersion, and Innovation. Invited Scholar's Award Representative, PEO Colorado State Convention, Breckenridge, CO. June 2007.

Refereed

Free Resources Offered by the Language Resource Centers. Panel Discussion. 50th Annual Meeting and Exposition. American Council on the Teaching of Foreign Languages (ACTFL). Boston, MA. To be presented November 2016.

Transformative Technology in Chinese Flagship Programs. Panel Discussion. 49th Annual Meeting and Exposition. American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA. November 19, 2015.

Collaboration and Negotiation: L2 Pragmatic Development Across Multiuser Digital Game Spaces. American Association for Applied Linguistics (AAAL), Portland, OR. March 2014.

Augmented Reality for Teaching and Learning in the Humanities. Modern Language Association (MLA), Chicago, IL. January 2014.

A Framework for Evaluating Digital Games: The Games to Teach Project. With Jon Reinhardt. 46th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Philadelphia, PA. November 2012.

Place-based Mobile Games for the Research and Learning of L2 Pragmatic Variation in Spanish. With Christopher L. Holden. Pragmatics Festival 2012. Indiana University. Bloomington, Indiana. April 2012.

The Games to Teach Project: Developing Literacies through Digital Gaming. 45th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Denver, CO. November 2011.

Digital Games for Second Language Acquisition: Opportunities and Future Directions. 45th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). Denver, CO. November 2011.

L2 Feedback Via Place Based Mobile Games. Computer Assisted Language Instruction Consortium (CALICO), Victoria, BC, Canada. March 2011.

Exploring parallels in L2 learning activity and digital game design. With Jonathon Reinhardt. American Association for Applied Linguistics (AAAL), Chicago, IL. March 2011.

Virtual Environments for Cultural Learning. Panel presentation with Amy Ogan and Chad Lane. Second International Conference on the Development and Assessment of Intercultural Competence. Accepted for presentation, University of Arizona, Tucson, Arizona, January 2010.

Place-Based Mobile Games for Language Acquisition: Engaging Learners as Designers. With Chris Holden. EDUCAUSE Learning Initiative (ELI) 2010 Annual Meeting, Austin, TX. January 2010.

Innovative Technologies and L2 Curricula: Immersive Gaming and Mobile Environments. 43rd Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA. November 2009.

Triangulating Evaluation: Learning More through a Comparison of Perception and Outcome Data. American Association of Teachers of Spanish and Portuguese AATSP, Albuquerque, NM. July 2009.

It's a Beautiful Day in the Neighborhood: Developing Place-Based, Augmented Reality Games for Language Learning. With Christopher L. Holden, Games, Learning, and Society 5.0, Madison, WI. presentation June 2009.

From the Virtual World to the Real World: An Interdisciplinary Approach to Pragmatic Development and Study Abroad. With Rachel Shively. American Association of Applied Linguistics (AAAL). Denver, CO. March 2009.

Putting CMC Into Practice. With Senta Goertler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ. March 2009.

Virtual Worlds for Newbies: An Introduction to Life, Living, and Teaching in Virtual Environments. With Steve L. Thorne & Randall Sadler, Computer Assisted Language Instruction Consortium (CALICO), Phoenix, AZ. March 2009.

Digital Immersion: Applications of Collaborative Gaming Spaces in Language Education. Accepted for presentation at the 42nd Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Orlando, FL. November, 2008.

Online Learner Strategies Instruction and Virtual Assessment in Spanish Pragmatics: Does it Work? With Andrew D. Cohen. American Association for Applied Linguistics (AAAL), Washington, DC. March 2008.

Synthetic Immersive Environments & Spanish Pragmatics: Dynamic CMC. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA. March 2008.

Making the Unconventional Conventional: Examining the Roles of Emerging Digital Media in Language Learning. With Steve L. Thorne. Computer Assisted Language Instruction Consortium (CALICO), San Francisco, CA. March 2008.

Croquelandia: Helping Learners Develop Authentic Intercultural Communication Skills in a Synthetic World. With Liz Wendland and Peter Moore, EDUCAUSE Learning Initiative (ELI) 2008 Annual Meeting, San Antonio, TX. January 2008.

Maximizing Learner Strategies to Enhance Pragmatic Development: An Online Illustration. With Andrew D. Cohen. 41st Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX. November 2007.

Online Learning of Spanish Pragmatics: What Learners Do, How They Do It, and What They Think. With Andrew D. Cohen. 30th Annual Second Language Research Forum (SLRF 2007), Champaign-Urbana, IL. October 2007

Computer Mediated Communication and Language Learning: Endless Possibilities. Full-day workshop co-moderated with Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Texas State University, San Marcos, TX. May 2007

¡Qué feito estás tú también cariño!: An e-DCT Comparison of Reactions to Positive Irony in Mexican and Peninsular Spanish. With Sara Mack, American Association for Applied Linguistics (AAAL), Costa Mesa, CA. April 2007.

Five Guidelines for Effective Integration of SCMC in Learning Pragmatics. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI. March 2007.

Strategies, CMC, and Learning Pragmatics: An Empirical Evaluation of Effectiveness. With Andrew D. Cohen. 17th International Conference on Pragmatics and Language Learning, University of Hawaii at Manoa, Honolulu, HI, March 2007.

Virtual Interaction and Strategies Instruction: A Dynamic Approach to Interlanguage Development, 11th Graduate Symposium in Romance Languages, University of Minnesota, Minneapolis, MN. March, 2007.

Learning Spanish Speech Acts: The Creation of a Self-Access Website. With Andrew D. Cohen. 40th Annual Meeting and Exposition, American Council on the Teaching of Foreign Languages (ACTFL), Nashville, TN. November 2006.

A Website Featuring Strategies for L2 Pragmatics: The Learning of Speech Acts in Spanish Made Easier. Presented with Andrew D. Cohen. CARLA Lunchtime Presentation Series, Univeristy of Minnesota, Minneapolis, MN. November 2006.

Effective Technology: Teaching Pragmatics with CALL. Presented with Andrew D. Cohen. MinneTESOL 2006, Minneapolis Community and Technical College, Minneapolis, MN. November 2006.

Pragmatic Evolution: An Examination of the Changing Politeness Perceptions of *Piropos* in Yucatan, Mexico. Hispanic Linguistics Symposium (HLS), University of Western-Ontario, London, Canada. October 2006.

Encouraging a Strategy-Based Approach to Learning Spanish Pragmatics: The Design and Learner Use of a Self-Access Website. Presented with Andrew D. Cohen. Fourth Annual Conference on Technology for Second Language Learning, University of Iowa, Aimes, IA. September 2006.

The Development and Evaluation of a Self-Access Website for Learning Spanish Speech Acts. With Andrew D. Cohen. American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquée/Canadian Association of Applied Linguistics (ACLA/CAAL) Conference, Montreal, Canada. June 2006.

Learning pragmatics: The Creation of a Self-access Website. With Andrew D. Cohen. Invited Workshop at the Annual Meeting of the National Association of Professors of Hebrew (NAPH), Minneapolis, MN. June 2006.

Minimizing Difficulties: Utilizing SCMC to Enhance Interlanguage Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), University of Hawaii, Honolulu, HI. May 2006.

Planning, Production, and Process: A Practical Guide to FL Course Online Hybridization. Arizona Language Association (AZLA), Flagstaff, AZ. September 2004.

Pragmatic Adequacy and Translator Competence: What is Missing?. With Sonia Colina. 14th World Congress of Applied Linguistics (AILA), University of Wisconsin, Madison. July 2005.

Refusals of Invitations: L2 Pragmatic Development through Synchronous Computer Mediated Communication. 16th International Conference on Pragmatics and Language Learning, Indiana University, Bloomington, IN. 2005.

What to Say When: A Look at the Effects of Different Types of Synchronous CMC on Language Learners' Pragmatic Development. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA. June 2004.

Entre dicho y hecho…: An assessment of the Application of Second Language Acquisition. Presented with Barbara A. Lafford and Peter Lafford. Computer Assisted Language Instruction Consortium (CALICO), Carnegie-Mellon University, Pittsburgh, PA, June 2004.

Oral or Written Chat? A Look at Pragmalinguistic Development in Spanish. Ninth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ. April 2004.

Parental Education in the Spanish-speaking Community: A Look at LEP Guidelines and Translated Educational Materials. Presented with Sonia Colina. Language Minority Education Research Roundtable of Arizona (LMERRA), Arizona State University, Tempe, AZ. April 2004.

Attaining L2 Sociopragmatic Competence through the Use of Oral and Written Synchronous Computer Mediated Communication, Arizona State University, 10th Annual Graduate Linguistics/TESOL Symposium, Tempe, AZ. March 2004.

From Computers to the Classroom: A Practical and Realistic Guide to Creating Web-Based Activities and Assessments. Arizona Language Association (AZLA), Glendale, AZ. September 2003.

Formulae, Function and Form: A Look at Learners' Pragmatic Development Abroad, Eighth Annual Spanish Graduate Student Symposium, Arizona State University, Tempe, AZ. April 2003.

Formulae, Function and Form: A Poster Session Examining Pragmatic Development of Learners Studying Abroad. Second Language and Teaching (SLAT) Interdisciplinary Roundtable, University of Arizona, Tucson, AZ. March 2003].

RESEARCH FUNDING

US-China Strong, One Million Strong Initiative, Technology Pillar
Principal Investigator: Julie M. Sykes
2016-2018, award amount pending, awarded 2016

Virtual Reality for Refugee Language Instruction in German
Principal Investigator: Julie M. Sykes
DeutscheTelekom, Germany
2016-2017, $1,100,000, awarded 2016.
2017-2018, $500,000, awarded pending approval of 2016-2017 activity.

The Language Flagship Linkages: Secondary Schools Renewal
Principal Investigators: Julie M. Sykes and William Comer
National Security Education Program
2016-2017, $155,000, awarded 2016.

Portland Public Schools Ethnography Study
Principal Investigator: Julie M. Sykes
National Security Education Program
2016, $70,465, awarded 2016.

University of Oregon Chinese Flagship Program Renewal 2015-2016
Principal Investigators: Julie M. Sykes and Zhuo Jing-Schmidt
National Security Education Program
2015-2016, $900,000, awarded 2015.

Ecopod: Academic Residential Immersion
Principal Investigator: Julie M. Sykes
University of Oregon
2015-2017, $60,000, awarded 2015.

STARTALK: Linguafolio Online
Principal Investigator: Julie M. Sykes
University of Maryland
2014-2018, $693,848.85, awarded 2014.

The Language Flagship Linkages: Secondary Schools
Principal Investigators: Julie M. Sykes and William Comer
National Security Education Program
2015-2016, $300,000, awarded 2014.

Center for Applied Second Language Studies, Title VI Language Resource Center
Principal Investigator: Julie M. Sykes
Department of Education Title VI National Language Resource Center Funding
2014-2018, $748,000, awarded September 2014.

Games to Teach, CERCLL
Principal Investigators: Jonathon Reinhardt and Julie M. Sykes
Federal Grant for Language Resource Center – CERCLL, University of Arizona
2010- 2014, $56,023, awarded September 2010.

Mobile Technologies for the Facilitation of Place-Based, Hands-On Learning
Principal Investigators: Julie M. Sykes and Christopher L. Holden
2008-2009 Interdisciplinary Research Allocation Committee Grant, University of
New Mexico,
2008-2009, $9,526, awarded February 2009.

Enhancing Language Learning Through the Use of Mobile Technologies
Principal Investigator: Julie M. Sykes
2008 Teaching Enhancement Grant, University of New Mexico
2008-2009, $5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual
Intercultural Communication and Interaction in Spanish
Principal Investigators: Julie M. Sykes and Mahmoud Sadrai
2007 Technology Enhanced Learning (TEL) Grant-Tier 2 Funding (Top Project
Selected from TEL Grant Winners)
Digital Media Center, University of Minnesota
2007 – 2008, $5,000.

TechNexus: Simulated Language Immersion, and Socially-Situated, Virtual
Intercultural Communication and Interaction in Spanish
Principal Investigators: Julie M. Sykes and Mahmoud Sadrai
2007 Technology Enhanced Learning (TEL) Grant
Digital Media Center, University of Minnesota
2007 – 2008, $10,000.

A Dynamic Approach to Social Interaction: Synthetic Immersive Environments &
Spanish Pragmatics
Principal Investigator: Julie M. Sykes
P.E.O International Scholar's Program, P.E.O. International
2007-2008, $10,000.

TEACHING

Doctoral Advisement

Kristina Saunders, committee member, expected date of degree, May 2018,
   University of Texas-Austin
Mary Hudgens Henderson,University of New Mexico, committee member, May
   2016
Heather Mendoza, University of New Mexico, committee member, December 2015
Cynthia Melendrez, University of New Mexico, May 2014
Sorada Wattana, University of Canterbury, International Examiner, 2013
Arthur Wendorf, University of Texas-Austin, May 2014
Adrienne Gonzales, University of New Mexico, chair, May 2012
Michelle Salazar, University of New Mexico, committee member, May 2009

Masters Advisement
Katie Carpenter, MA, University of Oregon, completed August 2016
Emily Letcher, MA, University of Oregon, complete August 2016
Ben Pearson, MA, University of Oregon, completed August 2015
Tiffany VanPelt, University of Oregon, completed August 2015
Marián Giraldez, University of New Mexico, MA completed May 2014
Maria Elena Corral, University of New Mexico, MA completed May 2014
Ashley Yoder, University of New Mexico, MA completed May 2014
Aubrey Healey, University of New Mexico, MA completed, May 2012
Daniel Abeyta, University of New Mexico, MA completed, May 2011
Linda Lemus, University of New Mexico, MA completed, August 2010
Leah Houle, University of New Mexico, MA completed May 2010
Sandra Cano, University of New Mexico, MA completed May 2010
Michael Heim, University of New Mexico, MA completed May 2010

Independent Studies

2013, Spring, Roxanne Imeson
2012, Spring, Tania Todd Villa

2012, Spring, Arthur Wendorf, Guest Doctoral Student from University of Texas, Austin
2010, Ruben Salido, Ricardo Martinez, Julie Redekopp

Classroom Teaching

University of Oregon
    2016, Winter, Teaching and Learning L2 pragmatics; LT610; 12
    2015, Winter, Teaching and Learning L2 Pragmatics; LT610; 21
    2014, Winter, Technology and Second Language Teaching and Learning; LT610; 15

University of New Mexico
    2013; Spring, Interlangauge Pragmatic Development; SPAN 549; 15
    2012; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 27
    2012; Spring, Discourse, Technology, and Second Language Acquisition; SPAN 549; 14
    2011; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 26
    2010; Fall, Research and Methods for Teaching Spanish; SPAN 541/549; 18
    2010; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 17
    2009; Fall; Spanish Pragmatics; SPAN 549; 12
    2009; Fall; Research and Methods for Teaching Spanish; SPAN 541/549; 25
    2009; Summer, Introduction to Hispanic Linguistics, SPAN 351/549; 21
    2009; Spring; Technology, Discourse, and SLA; SPAN 549; 14
    2008; Fall; Research and Methods for Teaching Spanish; SPAN 541; 18
University of Minnesota
    2008: Spring; Spanish Sociolinguistics; SPAN 3704; 26
    2007; Fall; Spanish Applied Linguistics; SPAN 3706; 26
    2007; Summer; Intermediate Spanish; SPAN 1004; 26
    2007; Spring; Introduction to Hispanic Linguistics; SPAN 3107; 26
    2006; Fall; Introduction to Hispanic Linguistics; SPAN 3107; 26
    Arizona State University
    2005; Spring; Intermediate Spanish; SPAN 202; 28
    2005; Spring; Intermediate Spanish; SPAN 201; 28
    2005: Summer; Intermediate Spanish; SPAN 201 & 202; 11
    2004; Fall; Intermediate Spanish Language; SPAN 202; 28
    2004; Fall; Intermediate Spanish Language; SPAN 201; 28
    2004; Spring; Intermediate Spanish Language; SPAN 201; 56
    2004; Summer; Intermediate Spanish Language; SPAN 201; 28
    2003; Fall; Intermediate Spanish Language; SPAN 202; 54
    2003: Spring; Intensive Beginning Spanish Language; SPAN 111; 56
    2002; Fall; Beginning Spanish Language; SPAN 102; 56
    2002; Spring; Elementary Spanish; SPAN 101; 56
    2001; Fall; Elementary Spanish; SPAN 101; 56

Curriculum Development or Teaching Administrative Positions
    Instructional Assessment Working Group, University of New Mexico, 2012-2013.

Scholarly Teaching Faculty Learning Group, OSET, University of New Mexico, Fall 2009.

Coordinator, Spanish as a Second Language Program, Department of Spanish and Portuguese, University of New Mexico

Invited External Consultant, Seward Inc., 3-D Math Simulations Learning Expert. May 2008-present.

Invited Expert Consultant, New Media Language Education Group. External Advising Group for Middlebury-Monterey Language Academy, July 2007-present.

Independent Learning Courses, Arizona State University. Adaptation of On-campus courses to be used for Distance Learning, SPA 101, 102, 201, 202. 2003.

Computer-Based Activities for the Hybridization of SPA 101. SPA111, Arizona State University, 2003-2004 (transition from 5 days per week in the classroom to 3 days in the classroom with 2 online sessions per week

SERVICE

Editorships
Language Learning and Technology, Editorial Board, 2014-present
Member, Editorial Board, Theory and Practice in Language Studies (TPLS) Journal, Academy Publisher, 2010-2015.

Reviewing for Journals
Guest Reviewer, *The Language Educator*, 2015
Reviewer, *CALL*, 2010-present
Reviewer, *CALICO*, 2009-present
Reviewer, *Language Learning*, 2009-present
Reviewer, *Language Learning and Technology*, 2008-present
Reviewer, *Modern Language Journal*, 2007-present
Reviewer, edited volume chapters as requested

Administrative Work with Professional Organizations
National Council of State Supervisors of Foreign Languages Advisory Board, 2016-present.
ACTFL Interculturality Task Force, 2015-present.
MLA *Professions Board,* 2015-present.
Editorial Board, Language Learning and Technology, 2014-present.
MLA Committee on Information Technology, Member, July 2012-June 2015.
Executive Board Member, CALICO, 2012-2015.

Track Chair, Technology, Scholarly Resources, and Pedagogy, Latin American
      Studies Association (LASA) 2010, 2009-2010.
Computer-Mediated Communication Special Interest Group, CALICO, Co-chair,
      2008-2011.

Administrative Work with University, College, and Department
TrED University Working Group, Office of Undergraduate Affairs, University of
Oregon, 2015-present.
University of Oregon Language Council, Core Member, 2015-present.
Academic Residential Communities Advisory Board, University of Oregon, 2014-
      present.
General Education CORE Assessment Evaluation Committee, College of Arts and
      Sciences. 2013.
Instructional Assessment Working Group, University of New Mexico, 2012-present.
Promoting Teaching Excellence Subcommittee, University of New Mexico, 2012-
      present.
Advisory Committee, Online Instruction, University of New Mexico, 2012-present.
Chair, Teaching Enhancement Committee, University of New Mexico, 2012-2013.
Section Head, Hispanic Linguistics, Department of Spanish and Portuguese, 2012-
      present.
Search Committee Member, Medical Spanish, Department of Spanish and
      Portuguese, 2012-2013.
Chair, Lecturer III Search Committee, Department of Spanish and Portuguese, 2011-
      2012. (search suspended)
Lab Director Search Committee, College of Arts and Sciences, University of New
      Mexico. 2010-2011.
Chair, Teaching Allocations Subcommittee Grant, University of New Mexico, 2009-
      2012.
Teaching Enhancement Committee, University of New Mexico, 2009-2010, 2010-
      2011, 2011-2012.
Realms of Possibility: Games and Learning at UNM, Organizing Committee, 2008-
      2009.
Linguistics Faculty Search Committee, Department of Spanish and Portuguese,
      University of New Mexico, 2009-2010.
Faculty Liaison, College of Arts and Sciences, University of New Mexico,
      December 2009-2013.
Undergraduate Committee; Department of Spanish and Portuguese, University of
      New Mexico, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013.
Graduate Student Selection Committee; Department of Spanish and Portuguese,
      University of New Mexico, 2008-2009; 2009-2010; 2010-2011, 2011-2012,
      2012-2013.

Stephanie Whitney Peterson Knight, M.A.L.A.S.

knights@uoregon.edu

Professional Experience

2017-Present
CASLS, University of Oregon
Eugene, Oregon

Assistant Director
- Deliver standards-based training and pedagogical support to language teachers and teaching graduate students
- Manage technology-enhanced curriculum development
- Collaborate with K-16 stakeholders in world language education at local and national levels
- Coordinate and execute grant-funded language initiatives

2015-2017
CASLS, University of Oregon
Eugene, Oregon

Language Technology Specialist
- Provided pedagogical support to educators
- Created research-based language curricula that implement technological tools
- Collaborated with public schools
- Managed various grant projects

2013-Present
Midland College
Midland, Texas

Adjunct Professor of Spanish
- Organize and conduct online courses in Spanish using the Blackboard and Canvas interfaces
- Maintain daily contact with students
- Assess student work and provide feedback
- Create and connect students with additional resources

2011-2015
Hillsboro High School
Metro Nashville Public Schools
Nashville, Tennessee

International Baccalaureate Diploma Programme Coordinator
- Ran teacher workshops regarding summative and formative assessments, curriculum design, and literacy strategies
- Worked with teachers to create student interventions to aid with college-level rigor of course work
- Designed student websites that are used to document community and service experiences
- Growth in the program of 30 percent over four years
-

2009-2015
Hillsboro High School
Metro Nashville Public Schools
Nashville, Tennessee

Spanish I, III Honors, IV Honors, and AP/IB Teacher
- Prepared Spanish I, III, IV, and AP/IB syllabi, assessments, and teaching tools
- Served as grant coordinator for the Bill and Melinda Gates Foundation "Bridge to Success" grant
- Prepared units and vertical planning documents for the IB Middle Years Programme authorization
- 74 percent of IB Spanish students met or beat the world average on IB assessments since May 2010

Publications

July 2017 International Baccalaureate	Their, M., Fukuda, E., Knight, S., Sykes, J., & Chadwick, K. (2017) Report: Alignment and Coherence of Language Acquisition Development in the International Baccalaureate Middle Years Program. Found at http://www.ibo.org/contentassets /e2052c9b58b348cda508b7358a9139f3/mypla-report-final-en.pdf.
April 2017 Vanderbilt Center For Latin American Studies	Beebe-López, A., Knight, S., & Finelli, L. (2017). Using Technology to Teach Global Challenges Impacting Latin America: A Curriculum Guide for World Language Classrooms. Vanderbilt Center for Latin American Studies. Found at https://as.vanderbilt.edu/clas-resources/resource.php?rgid=20.
July 2016 *The FLTMag*	Knight, S. & Pearson, B. (2016). Building meaningful connections for advanced secondary language learners: A hybrid approach to identity and culture. *The FLTMag.* Found at http://fltmag.com/building-meaningful-connections-advanced-secondary-language-learners-hybrid-approach-identity-culture/.
Fall 2015-Present *Games2Teach*	Featured blog writer; lead classroom activity developer and mentor
July 2015-Present *InterCom*	Featured writer/contributor

Selected Conferences, Symposia, and Presentations

May 2018 CALICO Urbana, Illinois	**Lead Speaker/Lead Presenter** Combating the Seduction of Certainty in Mobile Applications for Language Learning: Lessons Learned from the Design of *LingroToGo*
January 2018 International Conference on the Development and Assessment of Intercultural Competence Tucson, Arizona	**Co-Speaker/Co-Presenter** Harnessing Digital Technologies to Unpack the Dynamism of Human Interactions
November 2017 ACTFL, National Conference Nashville, Tennessee	**Lead Speaker/Lead Presenter** Infinite Language: Using Games for Cross-Curricular Learning
May 2017 CALICO Flagstaff, Arizona	**Co-Speaker/Co-Presenter** Social Justice and Language Learning: Digital Games and Augmented Reality as Catalysts for Exploration

February 2017 Webinar Series Vanderbilt Center for Latin American Studies and the University of Florida Center for Latin American Studies	**Lead Speaker/Lead Presenter** Exploring Latin America Through Digital Gaming: Lessons from Second Language Acquisition and Interdisciplinary Approaches
February 2017 Global Pathways Summit Nashville, Tennessee	**Lead Speaker/Lead Presenter** The Bridging Project: Using Place-Based Learning, Community Connections, and Augmented Reality to Promote Matriculation in Post-Secondary Language Studies
November 2016 ACTFL, National Conference Boston, Massachusetts	**Lead Speaker/Lead Presenter** Engaging Advanced Secondary Language Learners
December 2013 AVID National Conference Grapevine, Texas	**Co-Speaker/Co-Presenter** "AVID and the International Baccalaureate: Collaborative Success for Rigor and College Readiness"
July 2012 International Baccalaureate Conference of the Americas Cancun, Mexico	**Co-Speaker/Co-Presenter** "Marriage of IB/DP with SLC Structure"

Selected Workshops

May 2018 Game Materials Development CALICO Urbana, Illinois	**Co-Leader** The Parallelism of Digital Game Design and Effective Language Pedagogy
August 2017 LinguaFolio Online Virginia Beach, Virginia	**Co-Leader** LinguaFolio Re"Boot" Camp
July 2016 Project-Based Learning VCLAS and Hillsboro High School Nashville, Tennessee	**Leader** Cross-Curricular Learning: A Game Enhanced Approach
September 2015 LinguaFolio Online UO Language Council Eugene, Oregon	**Leader** LinguaFolio Online Training

Committees and Appointments

2018-present   CALICO Gaming SIG Associate Chair

2016-present   Spanish Teachers Bridge the Gap Board

2016-present   National Council of State Supervisors of Foreign Languages
LinguaFolio Committee

2015-present   Advisory Board for International Baccalaureate Diploma
Programme at Hillsboro High School

2011-present   Teacher Advisory Board for the Center for Latin American Studies
at Vanderbilt University

Education

Master of Arts in Teaching (*Candidate*): Spanish
Middle Tennessee State University
Murfreesboro, TN
Current GPA: 4.0

Master of Arts in Latin American Studies (MALAS)
Concentrations: International Management and Economics
University of New Mexico
Albuquerque, New Mexico
GPA: 4.165

Bachelor of Arts in Spanish and Mass Communications
Minor: International Business
Emphasis in Global Studies Distinction
Western Kentucky University
Bowling Green, Kentucky
GPA: 3.98

MANDY GETTLER

5290 University of Oregon

Eugene, OR 97403

Phone: (541) 346-1773

Email: mandyl@uoregon.edu

PROFESSIONAL EXPERIENCE

Associate Director May 2013-present

Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon, Eugene, OR

Enterprise and Department Management

- In consultation with the director: 1) Set strategic priorities for CASLS enterprises; 2) Manage, market, and grow CASLS' existing enterprises; 3) Manage relationships with partners; and 4) Work with Office of International Affairs and Innovation Partnership Services to develop new business models and partners
- Establish systems to ensure compliance with university regulations and policies
- Communicate the purposes and operation of CASLS enterprises internally and externally
- Oversee center's overall budget, which ranges from $2 - $4 million per year
- Work with the director on strategic planning, implementation, and operational issues

Grant Management

- Coordinate grant proposal applications, including subcontracts and subawards
- Work with principal investigators to write 7-10 state, federal, and foundation grant proposals and contracts annually, including project times and budgets
- Oversee grant projects and compliance with state and federal guidelines
- Prepare and submit grant reports as required by funding agency

Strategic Communications

- Establish and maintain internal communication systems to facilitate communication among project managers
- Develop and implement external communication strategies to best promote the center as a national leader in foreign language education and to disseminate research
- Coordinate and maintain print promotional materials, online presence, and social media presence
- Ensure prioritized and consistent communication with external partners, institutions, program participants, and funders
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English

Personnel and Project Management

- Plan and manage center's personnel to enhance the productivity and efficiency of the center while maintaining a balanced budget
- Monitor team cohesion and strengthen team relationships as needed
- Supervise 5-10 employees
- Establish and maintain project management systems

Executive Assistant (Volunteer Position)   August 2012-March 2014

WellMama Maternal Mental Health and Support Services, Eugene, OR

- Develop marketing and communications strategic plan, including accompanying audience profiles and list of foundation funding opportunities
- Develop comprehensive resource guide on website, research and write informational articles on perinatal mood disorders, recruit authors to write personal blog posts, edit submissions as necessary
- Redesign website layout and complete search engine optimization using Wordpress and associated plugins
- Manage quarterly newsletter, which included designing newsletter template, soliciting articles, writing articles, and securing advertisements

Business Manager   August 2010-May 2013

Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon, Eugene, OR

Budget Planning & Grant Management

- Assist director with center-wide strategic planning, implementation, and operational issues
- Manage grant, subaward, and foundation finances, including cost share and budget projections
- Coordinate grant proposal applications, including subcontracts and subawards
- Edit 7-10 state, federal, and foundation grant proposals and contracts annually; compose narrative sections with project coordinator; develop detailed budget spreadsheets and budget narratives
- Oversee grant projects and compliance with state and federal guidelines
- Prepare and submit grant reports
- Lead various grant-funded projects with complex timelines, coordinating department teams and working with external funders to ensure project is completed on time and on budget
- Set up subaward contracts and personal service contracts
- Prepare and execute technology transfer agreements

Human Resources

- Plan and manage center's personnel to enhance the productivity and efficiency of the center while maintaining a balanced budget
- Train employees and provide orientation for all students, GTFs, and staff members
- Facilitate optimal work environment for employees by ensuring everyone has access to the training and equipment needed
- Prepare GTF and staff contracts; complete new hire paperwork for students, GTFs, staff, and contractors

Strategic Communications

- Edit curriculum materials, assessment items, and other communications generated by department staff
- Develop and implement external communication strategies to best promote the center as a national leader in foreign language education and to disseminate research
- Write and edit content for website, adjust layout as necessary

- Maintain CASLS' social media presence
- Monitor and analyze traffic of website and online communities
- Create and disseminate printed promotional materials
- Ensure prioritized and consistent communication with external partners, institutions, program participants, and funders
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English
- Manage annual trade show, including material development and promotion

Administrative Support
- Make travel arrangements and complete reimbursements according to federal grant policies and UO policies

Publications Director   November 2008-November 2013
Pacific Northwest Council for Languages (PNCFL), Eugene, OR
- Oversee editorial board consisting of president, vice president, past president, and executive director
- Edit and design layout for *Lingo*, PNCFL newsletter published biannually with a readership of over 1,200 members
- Work with advertisers to promote their mission and services in *Lingo*

Grants & Communications Specialist   November 2008-July 2010
Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center, University of Oregon, Eugene, OR
- Develop and implement external communication strategies
- Write and edit content for website, adjust layout as necessary
- Maintain CASLS' social media presence
- Monitor and analyze traffic of website and online communities
- Create and disseminate printed promotional materials
- Ensure prioritized and consistent communications with stakeholders
- Research and explore funding opportunities from state and federal agencies, foundations, corporations, and individuals
- Develop and maintain funding database
- Monitor available funding sources through databases, directories, listservs, and RSS feeds
- Coordinate and manage grant application process
- Edit 7-10 state, federal, and foundation grant proposals and contracts annually; compose narrative sections with project coordinator; develop detailed budget spreadsheets and budget narratives
- Prepare and submit grant reports
- Serve as liaison for UO Corporate and Foundation Relations and Office of Research Services and Administration
- Manage annual trade show presence, including material development and promotion
- Edit curriculum materials, assessment items, and other communications generated by department staff

Office Specialist   September 2004-November 2008

Center for Applied Second Language Studies (CASLS), National Foreign Language Resource Center,
University of Oregon, Eugene, OR

- Edit 7-10 state, federal, and foundation grant proposals annually
- Compose sections of grant proposals with director and assistant director
- Manage internal communication systems by developing policy manuals and handbooks
- Train employees and provide orientation for all students, GTFs, and staff members
- Ensure external communications convey center's mission
- Lead development of promotional materials for distribution at state, national, and international conferences
- Write and maintain website content
- Edit curriculum materials, assessment items, and other communications generated by department staff
- Direct organization of 5-10 in-state and out-of-state conferences annually from inception to completion
- Serve as liaison for external partners, institutions, program participants, and funders
- Lead various grant-funded projects with complex timelines, coordinating department teams and working with external funders to ensure that project is completed on time and on budget
- Coordinate 2-3 pilot assessments each year, which includes identifying potential pilot sites, working with educators through technical and logistical issues, developing detailed progress reports, and training other pilot coordinators
- Perform administrative duties such as entering payroll; setting up personal service contracts, unclassified appointment contracts, and GTF contracts; completing new hire paperwork; making travel arrangements and reimbursements; coordinating director's calendar; and setting up human subjects protocols
- Facilitate optimal work environment for employees by ensuring everyone has access to the training and equipment needed
- Communicate program information; university, state, and federal regulations; and language standards to K-12 and postsecondary world language teachers and school administrators, some of whom are non-native speakers of English

Editor & Executive Assistant   September 2003-November 2008

Pacific Northwest Council for Languages (PNCFL), Eugene, OR

- Edit and design layout for *Lingo*, PNCFL newsletter published biannually with a readership of over 1,200 members
- Work with advertisers to promote their mission and services in *Lingo*
- Maintain internal communication systems by authoring manuals and guidelines and documenting procedures
- Develop external communication strategies by writing and maintaining website content and by writing and designing promotional material for distribution at state and national conferences
- Compose and edit external correspondence sent from organization to members
- Coordinate annual award nominations, review, and notification

PAPERS & PRESENTATIONS

Gettler, M. (2018, April). *Surviving and Thriving Through Leadership Transitions*. Presentation for University of Oregon Officer of Administration Strategic Leadership Conference, Eugene, OR.

Daradics, C., & Gettler, M. (2018, March). *Languaging & Professional Development*. Invited keynote presentation for the 7th Hispanic and Luso Brazilian Linguistics Conference, Tempe, AZ.

Sykes, J., Gettler, M., Blyth, C., Campbell, J., & Malone, M. (2017, November). *Free Standards-based Language Teaching Resources*. Panel discussion for the American Council on the Teaching of Foreign Languages Annual Convention, Nashville, TN.

Sykes, J., & Gettler, M. (2017, November). Encouraging language use outside of the classroom. *The International Research Foundation for English Language Education.* [https://www.tirfonline.org/2017/11/encouraging-language-use-outside-of-the-classroom-at-university-of-oregons-casls/]

Gettler, M. (2008). "Take that shirt off! Let me see!": Bodybuilding as an expression of gender, sexuality, and hegemonic resistance. (Unpublished paper awarded Karen Martin Undergraduate Folklore Award). University of Oregon.

GRANTS, CONTRACTS, & INDUSTRY AGREEMENTS MANAGED

2018-2023. Mandarin Matrix. Licensing and royalty sharing agreement for e-portfolio development.

2017-2027. LingroLearning. Collaborative industry and royalty sharing agreement for e-portfolio development.

2017-2027. LingroLearning. Collaborative industry and royalty sharing agreement for mobile app development.

2017-2024. Virginia Department of Education. Contract for assessment services.

2017-2018. North Carolina Department of Public Instruction. Contract for assessment services.

2016-2017. Deutsche Telekom. Fixed-priced industry agreement for mobile app development.

2015-2016. U.S. Department of Defense through Institute of International Education. Grant for Flagship Ethnographies.

2015-2017. U.S. Department of Defense through Institute of International Education. Grant for The Language Flagship Linkages.

2014-2018. U.S. Department of Education. Grant for Title VI Language Resource Center.

2012-2016. U.S. Department of Defense through Institute of International Education. Grant for Chinese Flagship Program.

2014-2018. National Security Education Agency through University of Maryland. Contract for

LinguaFolio Online.

2010-2014. U.S. Department of Education. Grant for Title VI Language Resource Center.

2013-2014. Office of the Director of National Intelligence through University of Maryland. Grant for Swahili College Readiness Academy.

2010-2013. Japan Foundation. Grant for Japanese Global Scholars.

2011-2013. New Jersey Department of Education. Grant for professional development services.

2012-2013. Office of the Director of National Intelligence through University of Maryland. Grant for Swahili College Readiness Academy.

2011-2012. U.S. Department of Defense through Institute of International Education. Grant for Flagship High School Assessment.

2011-2012. Portland Public Schools. Contract for assessment services.

2011-2012. University of Maryland. Contract for assessment services.

2011-2012. U.S. Department of Defense through Institute of International Education. Grant for Chinese Flagship Program Recruitment.

2011-2012. U.S. Department of Defense through Institute of International Education. Grant for Chinese Flagship Program.

2011-2012. San Francisco Unified School District. Contract for assessment services.

2012. Memphis City Schools. Contract for assessment services.

2010-2012. Portland Public Schools. Contract for professional development.

2011-2012. U.S. Department of Defense through Institute of International Education. Grant for Results 2012.

2011-2012. Office of the Director of National Intelligence through University of Maryland. Grant for STARTALK Professional Development.

2011. Kentucky Department of Education. Contract for AP Chinese.

2012-2012. U.S. Department of Defense through Institute of International Education. Grant for Chinese Academic Language Learning Modules.

2011. Council of Chief State School Officers. Contract for assessment services.

2011. University of Maryland. Contract for assessment services.

2011. Portland Public Schools. Contract for assessment services for NSLI-Y.

2010-2011. U.S. Department of State. Grant for Project GO.

2008-2010. U.S. Department of Education through Oregon University System. Grant for LINGO.

2006-2010. U.S. Department of Education. Grant for the Funds for the Improvement of Postsecondary Education.

2010-2011. Global Village Academy. Contract for professional development.

2006-2010. U.S. Department of Education. Grant for Title VI Language Resource Center.

2009-2014. National Security Agency through University of Maryland. Grant for LinguaFolio Online.

2009-2010. University of Maryland. Contract for assessment services.

EDUCATION

University of Oregon, Eugene, OR
  Bachelor of Arts, English & Folklore, Summer 2008
  Graduated *magna cum laude*
  Earned degree while working full time

AWARDS & SERVICE

- University of Oregon Language Council Member   2015-present
- Officer of Administration and Classified Awards Selection Committee   2015
- Outstanding Officer of Administration, University of Oregon   2014

CARL BURNSTEIN

carlburnstein@gmail.com

SKILLS

Extensive experience with web and mobile application development, knowledge of both Mac and Windows hardware and software, proficiency with audio and video equipment setup and use, strong organizational and multi-tasking skills, proven leadership ability, excellent communication skills, and recognized as a highly motivated individual.

- Swift
- Objective-C
- PHP
- Advanced HTML
- CSS
- JavaScript

- MySQL, PgSQL
- AJAX
- Python
- Java
- iOS/Android Development
- jQuery, jQuery UI

- Linux, LAMP
- Responsive Web Design
- MVC frameworks
- Object-oriented programming
- JIRA project management
- Version control (Git, SVN, Hg)

EXPERIENCE

Software & Systems Engineer January 2017 - Present
Educational Software Developer, September 2011 - 2017
The U of O Center For Applied Second Language Studies (CASLS)
- Responsible for architecting, developing, testing, and maintaining web- and mobile-based application systems and databases used by language programs across the country.
- Consult with external funders to analyze their needs and develop, design, and code customized applications to meet those needs.
- Regularly manage multiple projects.
- Lead role in budgeting and estimates for tech team projects.
- Supervise student developer position.
- Computer software and hardware support.

Information Technology Consultant
Self 2010 - Present
- Website and mobile app design, development, and deployment for small business.
- Third-party hosting service (GoDaddy, Dreamhost, Rackspace, etc) setup and administration
- Wordpress setup, installation, and customizations including widgets, themes, and plugins.
- Technology equipment research, advice, and installation.
- Computer software and hardware support for Mac and Windows.

Lead Software Engineer
TDG Co., LLC. March 2014 - 2016
- Responsible for designing, writing code, testing, and maintaining mobile applications, web service and database used for vehicle-to-vehicle communication systems.
- Responsible for code repositories including web service in PHP, native iOS, and native Android applications.
- Setup and maintenance of virtual machine servers
- Supervise development of web service, Android, and iOS applications by contracted developers.
- Graphics design for print and digital assets

eBusiness Club President
The University of Oregon 2011 - 2012
- General responsibilities of a University Club President such as general meeting organization, email communication, and project management.
- eBusiness club focuses on web development technologies and entrepreneurship, as well as a large emphasis on collaboration and learning.

PC/Mac Troubleshooter and Student Programmer
The U of O Center For Applied Second Language Studies (CASLS) July 2010 - September 2011
- Computer software and hardware support.
- Involvement with web development and programming projects.

Library Student Assistant 4
The U of O Center for Media and Educational Technologies (CMET) February 2009-September 2011
- Library Student Assistant with classroom technologies.
- Knowledge and experience with audio and video equipment such as HD video cameras, digital still cameras, and audio cables.
- Troubleshoot classroom technology equipment such as digital projectors, laptops, audio systems and Crestron and Extron switcher systems.

Martial Arts Instructor

Shin's Family Martial Arts Center, Santa Clarita CA, 2004 - 2006
- Martial Arts Instruction: weapons, forms, sparring and basic martial arts for children; also private lessons.
- Member of the studio's Extreme Martial Arts Demo Team, and Weapons Demo Team.

EDUCATION

University of Oregon, Eugene OR — Graduated in 2012
Bachelors of Science in General Social Sciences with a
Concentration in Applied Economics, Business and Society
Minor in Computer and Information Technologies (CIT)
Minor in Music

West Ranch High School, Valencia CA — Graduated in 2008

PROJECTS

LingroToGo

LingroToGo is a game-based Spanish language learning curriculum delivered on mobile devices. Users can practice their Spanish language skills using various mini-games available within the app.
- Architected backend web service and iOS application
- Development of backend web service and APIs with Yii framework (PHP), MySQL, HTML, and Javascript
- Development of iOS application using Swift and CocoaPods open source libraries
- Designed MySQL database using relational database strategies
- Deployment of LingroToGo to the Apple App Store and Google Play Store

LinguaFolio Online/LFO To Go

LinguaFolio Online is an ePortfolio evaluation tool that allows students to collect evidence demonstrating their communicative abilities in a world language. LFO To Go is the companion mobile app to LinguaFolio Online.
- Redesigned web application from the ground up
- Responsive web design using Twitter Bootstrap
- Major database redesign using relational database strategies (MySQL)
- Development and deployment of LFO To Go mobile apps
- Customized versions of LinguaFolio Online and LFO To Go for various partners

TheBikeShieldApp

https://thebikeshieldapp.com

An iOS and Android application that provides a vehicle-to-vehicle communication system which establishes communication between cars, buses, motorcycles and bicycles that are sharing the road. When using this app, car/bus drivers get an acoustic signal that warns them about approaching motorcycles and bicycles. These signals raise drivers' awareness and reduce distracted maneuvers that may result in a fatal crash with motorcycles and bicycles..
- Oversaw phase 1 & 2 of development by a team of engineers in India
- Published v1 and v2 to Android Play Store and iOS App Store
- Continued development as sole developer for v2.1 and 2.2 for both Android and iOS
- Development and planning of v3.0
- Server setup and maintenance
- Developed prototype Bluetooth Beacon vehicle-to-vehicle application
- Developed prototype Apple Watch enabled application
- Developed prototype Android Auto enabled application

InterCom

InterCom is a weekly email newsletter that goes out to over 2000 subscribers nation wide.
- Redesigned web application from the ground up
- Responsive web design using Twitter Bootstrap
- Converted the PostreSQL database to MySQL
- Major database redesign using relational database strategies

Language Evaluation Website for GlobalExpo

I oversaw development of a language evaluation website for students at the University of Oregon who were applying to become student ambassadors for the GlobalExpo event being hosted by the university this year.
- Designed MySQL database using relational database model
- Yii PHP framework
- Worked with my student employee to develop and deploy the website.

GetTogether

GetTogether is an application that allows you to create and share event information with friends and see what's going on in your community. My role as CTO involved:

- Overseeing development of the iOS app, Android app, and web service
- We outsourced the development through Elance.com to a team in India
- Responsible for communicating with the team of developers in India
- Added additional features to the apps and web service after completion of the beta
- Published the iOS and Android apps on their respective app stores.

IdeaJam

IdeaJam was an interdisciplinary business competition that I started with the UO eBusiness club. Over the span of a weekend, students collaborated in teams of 4-5 to rapidly prototype eBusiness ideas.

CMET ShotSlinger

CMET Shot Slinger is an iOS application that is now being used at the University of Oregon Center for Media and Educational Technologies(CMET)

- Developed the basic version of the app as a project for school
- Enhanced the basic version and added a QR code reader to the app
- Coded a website that generated QR codes of the delivery shots for the app to scan
- Published on the iOS App Store.

Haha!

Haha! is a simple iOS application designed to encourage laughter as a daily health routine that the eBusiness club developed as a team. The club separated into teams and came up with a business and marketing plan, and designed and developed the application. We published the app on the iOS App Store.

CHRISTOPHER DARADICS   Fall 2018

Email: daradics@gmail.com

Department of Linguistics
University of Oregon

Education

Master of Arts, Linguistics. University of Oregon, August 2016.
Master of Arts, Liberal Arts. Graduate Institute, St. John's College. Santa Fe, NM. August, 2008.
Bachelor of Arts, Ministry. Prairie College. Three Hills, Alberta, Canada. June, 2002.

Invited Presentations

Languaging & Professional Development. With Mandy Gettler. Keynote.
7th International Hispanic and Luso-Brazilian Linguistics Conference, 2018.

Metapragmatic development through explicit mindfulness training.
6th International Conference on the Development and Assessment of Intercultural Competence

Infinite Language: Using Games for Cross-Curricular Learning. With Stephanie Knight.
American Council for Teachers of Foreign Language Conference, 2017.

College Teaching Experience

Spring   2017   Oregon Experience Project, Classroom Instructor & Activity Guide.
Summer 2015   Conversation Partner, American English Institute, Tutor. (Ongoing)
Fall   2009   Intro to Social Studies (SOC 200), Northwest Christian University. Instructor.

Secondary School Teaching Experience

2014/15 **Sp-Ed Cognitive EA: 4J Comprehensive Learning Center**. Curriculum development, modification, and delivery for sp-ed students. Emphasis on gamification, social skills, and active learning strategies for autistic middle school students.

2007-11 **Instructional Assistant: 4J Comprehensive Learning Center**. Focus on curriculum design and implementation, typically via small group instruction, to cognitively impaired students. Other responsibilities included gen-ed integration and instructional scaffolding, IEP support, functional behavior assessments, and behavior support for middle school sp-ed students.

2003-07 **Dean and Humanities Faculty**: **Lifegate High School.** Courses: US Government, Economics, Theology, Leadership, and Art. Responsible for school climate and student discipline. Established positive behavior support and relational discipline programs. Advised classes of 2005, 2009, and Associated Student Body. Lead teacher in-service on topics related to classroom management and positive behavior support.

Service

Peer Mentor, UO Office of International Affairs, Instructional and Administrative Assistance, 2015.
Creator & Host, Overhear, New-media humanities project, 2010-13.
Creator & Moderator, UO Holden Leadership Center, LEAD seminar series, 2009/10.
Scholarship Committee Member, US Congress / Deutsche Bundestag. Pacific Northwest region, 2007-10.
Co-author, NASCU Re-accreditation Report, Lifegate School, 2004.

Honors, Awards & Certifications

College Reading and Learning Association (CRLA), Certified Tutor, 2015.
Kickstarter, crowd funding award for independent humanities project, graphic memoir $2350, 2013.
ABHE, Delta Epsilon Chi Honor Society. Award for achievement, character, & leadership, 2002.

LINDA B. FORREST

5290 University, Eugene, OR 97403   (541) 346-1780   lforrest@uoregon.edu

EDUCATION

Ph.D.   Department of Linguistics, University of Oregon, Eugene, OR, June, 1999.
Dissertation: *The Role of Attention and Activation in Language Production:*
A Neurocognitive Linguistic Approach
Committee: Dr. Russell S. Tomlin, chair; Dr. Scott DeLancey;
Dr. Eric W. Pederson; Dr. Michael I. Posner

M.A.   Department of Linguistics, University of Oregon, Eugene, OR, September, 1992.
Thesis: *How grammar codes cognition: Syntactic subject and focus of attention*
Advisor: Dr. Russell S. Tomlin

B.A.   School of Journalism, University of Oregon, Eugene, OR, September, 1987.

PROFESSIONAL EXPERIENCE

Research Director. Center for Applied Second Language Studies, University of Oregon, 2005 -
present.

Responsible for the design, implementation, and management of the Center's program of research on second language learning and assessment. Served as Project Director for various grant-funded activities. Provided expertise in the design and interpretation of research results for Center projects using a variety of statistical and assessment models. Made recommendations based upon analysis of research data. Established formats for research in varying degrees of depth to suit a variety of purposes. Established and maintained standards of quality, accuracy, and timeliness for all work. Developed new research programs in collaboration with other academic and business associates. Represented the Center at conferences, workshops, and other professional meetings. Presented the outcomes of Center research to both academic and non-academic audiences.

Responsible for the business and operations management of research projects. Hired, trained, and managed a team of student workers and other personnel to carry out research projects. Prioritized and assigned research projects. Evaluated performance of staff members and conducted regular staff evaluations. Worked with the Director and Assistant Director in budget development and allocation of personnel and financial resources. Worked closely with planning staff to provide data required in confirming progress toward project goals.

Statistician/Data Analyst. Center for Applied Second Language Studies, University of Oregon, 2000 - 2005.

Provided general statistical advice and assistance to project members for developing criterion-referenced language assessment instruments. Developed trial designs and data analysis plans for validation of reading and listening items and determination of inter-rater reliability for graded writing and speaking responses. Conducted analyses, summarized and presented results, and made detailed recommendations based on findings. Evaluated and recommended improvements to specific assessment items and grading rubrics. Developed statistical models of learner performance on proficiency tests, designed simulations of learner performance, and assessed the theoretical models in terms of empirical data. Provided project members with relevant data, graphs, charts, tables, and written reports.

Instructor. University of Oregon, 1989 - 1997, 1999 to 2003.

Planned course content, prepared class assignments, delivered lectures, evaluated student performance, and supervised teaching assistants. Courses include: *English Grammar*; *The Structure of English Words; Introduction to Linguistics*; *Language and Cognition*; and *Psycholinguistics*.

Internet Course Developer. University of Oregon, 1997 - 1998.
> Web site address: http://darkwing.uoregon.edu/~l150web/

Designed and constructed web site to deliver an electronic version of *The Structure of English Words* course. Developed text and graphics documents. Interacted with other University departments to coordinate resources and meet requirements for course materials, test proctoring, copyright issues, and distance education requirements. Conducted beta test of course with enrolled students.

Teaching Assistant. University of Oregon, 1990 - 1997.

Conducted discussion sessions, supervised student research projects, assisted course instructor with grading student assignments and preparation of course materials, maintained regular office hours to work with students individually. Courses taught include: *Syntax and Semantics II; Language, Culture, and Society; Language and Cognition; Language, Mind, and Culture;* and *English Grammar.*

PRESENTATIONS AND PUBLICATIONS

Forrest, L. (2018). *Assessing Multiple Dimensions of Intercultural and Pragmatic Competence.* Paper presented at the Conference on the Development and Assessment of Intercultural Competence, Tuscon, AZ, January 26, 2018.

Forrest, L. (2017). *Building a Successful Dual Immersion Program: Insights from a Case Study.* Paper presented at COFLT 2017 Fall Conference, Eugene, OR, October 14, 2017.

Sykes, J., Forrest, L., & Carpenter, K. (2016). *Building a Successful and Sustainable Language Immersion Program: The Portland, Oregon, Mandarin Dual Language Experience.* Eugene, OR: Center for Applied Second Language Studies.

Davis, R., & Forrest, L. (2016). *Improving the Student Experience through Program-wide Assessment and Articulation.* Paper presented at the Consortium on Useful Assessment in Language and Humanities Education 2016 Annual Meeting and Conference, South Bend, IN, October 8, 2016.

Forrest, L. (2015). *Making the Best Use of Assessment for Learning.* Paper presented at ACTFL 2015 49th Annual Meeting & Exposition, San Diego, November 22, 2015.

Forrest, L., Sykes, J., Son, Y. & Malone, M. (2015). *Designing a Digital Simulation to Measure Intercultural Competence: Putting Theory into Practice.* Paper presented at the East Coast Organization of Language Testers 2015 Conference, Washington, DC, October 10, 2015.

Forrest, L. & Sykes, J. (2015). *Designing a Digital Simulation to Measure Intercultural Competence: Putting Theory into Practice.* Paper presented at Conference on Language, Learning, and Culture, Fairfax, VA, April 10, 2015.

Forrest, L. (2015). *How To Use Digital Games To Engage Your Students In Learning Language.* Paper presented at COFLT 2015 Spring Conference, Salem, OR, March 3, 2015.

Forrest, L. (2014). *Helping Students Learn from Intercultural Encounters.* Paper presented at COFLT 2014 Spring Conference, Forest Grove, OR, March 1, 2014.

Forrest, L. (2013). *A Nationwide Look at Language Programs and Student Proficiency Outcomes.* Paper presented at ACTFL 2013 47rd Annual Meeting & Exposition, Orlando, FL, November 23, 2013.

Cooke, D., Forrest, L., Sykes, J. (2013). Book Review: *Language and Learning in the Digital Age*, by James Paul Gee & Elisabeth R. Hayes. The FLTmag. Online publication at http://fltmag.com/language-and-learning-in-the-digital-age/.

Forrest, L., Sundstrom, K., & Mau, B. (2013). *LinguaFolio Online: Practical Advice from STARTALK Programs.* Paper presented at STARTALK 2013 Fall Conference, Portland, OR, October 18, 2013.

Forrest, L., & Sundstrom, K. (2013). *LFO: Effective Use of LinguaFolio.* Paper presented at STARTALK 2013 Spring Conference, Orlando, FL, May 3, 2013.

Forrest, L. (2012). *Exploring Student Proficiency Outcomes: Nationwide Assessment Database Available to Researchers.* Paper presented at ACTFL 2012 46rd Annual Meeting & Exposition, Philadelphia, PA, November 18, 2012.

Forrest, L. (2012). *Rating Russian NOELLA Test Items.* Workshop session presented at Russian Elementary Immersion Summit, Portland Public Schools, Portland, OR, February 9-10, 2012.

Forrest, L. (2011). *Comparing Program Models and Student Proficiency Outcomes: A Nationwide Survey.* Paper presented at ACTFL 2011 45rd Annual Meeting & Exposition, Denver, CO, November 18, 2011.

Forrest, L. (2011). *Beyond the Numbers: Using Action Research to Add Depth to Proficiency Test Results.* Paper presented at COFLT 2011 Fall Conference, Portland, OR, October 14, 2011.

Forrest, L. (2010). *Learning Outcomes in Proficiency-Oriented Language Programs.* Paper presented at ACTFL 2010 44rd Annual Meeting & Exposition, Boston, MA, November 19, 2010.

Forrest, L. (2010). *Designing Effective Proficiency-Oriented Language Programs.* Paper presented at WAFLT/COFLT 2010 Fall Conference, Seattle, WA, October 9, 2010.

Forrest, L. (2009). *Proficiency-Oriented Language Programs: How Much Proficiency? How Many Years?.* Paper presented at ACTFL 2009 43rd Annual Meeting & Exposition, San Diego, CA, November 22, 2009.

Forrest, L. (2009). *How Long Does It Take? Proficiency Levels Reached in High School Spanish Programs.* Paper presented at COFLT 2009 Fall Conference, Salem, OR, October 9, 2009.

Forrest, L. (2009). *Mandate and Reality in New Jersey K-8 World Language Education.* Paper presented at American Association for Applied Linguistics 2009 Conference, Denver, CO, March 22, 2009.

Forrest, L. (2009). L*earner Self-Assessment with LinguaFolio Online.* Paper presented at COFLT 2009 Spring Conference, Portland, OR, March 7, 2009.

Forrest, L. (2008). *Effective Language Program Models: Helping Diverse Learners Reach Proficiency Goals.* Paper presented at ACTFL 2008 42nd Annual Meeting & Exposition, Orlando, FL, November 21-23, 2008.

Forrest, L. (2008). *LinguaFolio Online: A Tool for Student Self-Assessment.* Paper presented at COFLT 2008 Fall Conference, Vancouver, WA, October 10, 2008.

Quinlan, C., & Forrest, L. (2008). *Policy, Assessment, and Professional Development: Results from a Statewide Study (Year 3).* Paper presented at ACTFL 2008 42nd Annual Meeting & Exposition, Orlando, FL, November 21-23, 2008.

Forrest, L. (2008). *Assessment 101.* Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.

Forrest, L. (2008). *Exploring the ACTFL Guidelines.* Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.

Forrest, L. (2008). *Comparing Foreign Language Program Models: Lessons from New Jersey.* Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.

Forrest, L. (2008). *A Look at LinguaFolio.* Paper presented at MALT 2008 Spring Conference, Ft. Benton, MT, April 18, 2008.

Forrest, L. (2008). *Comparing Foreign Language Program Models: Lessons from New Jersey.* Paper presented at COFLT 2008 Spring Conference, Newberg, OR, March 1, 2008.

Forrest, L. (2007). *K-12 Foreign Language Program Models: Comparing Learning Outcomes.* Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, Nov 16-18, 2007.

Quinlan, C., & Forrest, L. (2007). *Policy, Assessment, and Professional Development: Results from a Statewide Study (Year 2).* Paper presented at ACTFL 2007 41st Annual Meeting & Exposition, San Antonio, TX, November 16-18, 2007.

Forrest, L., & Hopper-Moore, G. (2007). *Experience NOELLA—A New Assessment for Young Spanish and French Learners.* Paper presented at COFLT 2007 Fall Conference, Corvallis, OR, October 13, 2007.

Forrest, L. (2007). Measuring Performance in Young Learners. *Lingo, 8(1), p. 9.* Publish by Pacific Northwest Council for Languages (PNCFL).

Forrest, L. (2006). *Getting to Novice-High: Characteristics and Attitudes of Successful Learners.* Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 17, 2006.

Jensen, J., & Forrest, L. (2006). *Performance-based Policy and Professional Development: A Statewide Model.* Paper presented at ACTFL 2006 40th Annual Meeting & Exposition, Nashville, TN, November 17-19, 2006.

Forrest, L. (2006). *Student Attitudes, Language Learning Experiences, and L2 Proficiency.* Paper presented at the Second Language Research Forum (SLRF) 2006, University of Washington, Seattle, WA, October 6-8, 2006.

Forrest, L., & Hopper-Moore, G. (2005). *Factors affecting learning: investigating program models and belief.* Paper presented at ACTFL 2005 39th Annual Meeting & Exposition, Baltimore, MD, November 18-20, 2005.

Tomlin, R., Forrest, L., Pu, M., & Kim, M. (1997). Discourse semantics. In T. A. van Dijk (Ed.), *Discourse as structure and process* (pp. 63-111). London: Sage.

Forrest, L. (1996). Discourse goals and attentional processes in sentence production: The dynamic construal of events. In A. E. Goldberg (Ed.), *Conceptual Structure, Discourse and Language* (pp. 149-162). Stanford, CA: CSLI Publications.

Forrest, L. (1994). Detransitive voice constructions in Bella Coola: Passive or inverse. In T. Givón (Ed.), *The pragmatics of voice: Active, passive, inverse (*pp. 147-168). Amsterdam: J. Benjamins.

Forrest, L. (1994, November). *Discourse goals and attentional processes in sentence production: The dynamic construal of events.* Paper presented at the conference on Conceptual Structure, Discourse and Language, University of California, San Diego, California.

Forrest, L. (1994, July). *Syntactic subject and focus of attention in language production*. Paper presented at the Workshop on Language and Space, First International Summer Institute in Cognitive Science, University at Buffalo, New York.

GRADUATE COURSEWORK

- *Data Analysis I, II, III*
- *Empirical Methods in Linguistics*
- *Advanced Second-Language Acquisition*
- *Linguistic Theory: Phonology*
- *Linguistic Theory: Syntax*
- *Linguistic Theory: Semantics*
- *Cognition*
- *Cognitive Science with Laboratory*
- *Human Neuropsychology*
- *Discourse Analysis*
- *Seminar: Voice And Transitivity*
- *Seminar: Issues in Syntax*

RESEARCH INTERESTS AND EXPERIENCE

- Extensive experience in experimental design (on-line and questionnaire methods) and statistical analysis of data.
- Areas of interest include cognitive processes in language comprehension and production, language acquisition, and assessment of language proficiency.
- Participated in projects investigating a variety of languages including English, Japanese, Korean, Indonesian, Russian, and Bella Coola.

OTHER ACADEMIC PREPARATION

First International Summer Institute in Cognitive Science, University at Buffalo, Buffalo, New York, July, 1994.
Participated in seminars on the anthropology of knowledge, semantics, philosophy for cognitive science, language and spatial cognition, language deficit, connectionism, language and conceptual structure.

ACADEMIC SERVICE

Outreach. Yamada Language Center, University of Oregon, May, 1997 & May, 1996.
Presented lectures on introductory linguistic topics for students from Oregon high schools as part of the Foreign Language & International Studies Day activities.

Conference Assistant. International Conference on Functional Approaches to Grammar, Albuquerque, NM, Spring, 1995.
Organized abstract review process: Coordinated communication between submitters and the review committee, and kept participants informed of conference changes.

REFERENCES

Julie Sykes, Director, Center for Applied Second Language Studies, University of Oregon, Eugene, OR, (541) 346-5715, jsykes@uoregon.edu

Russell Tomlin, Department of Linguistics, University of Oregon, Eugene, OR, (541) 346-3902, tomlin@uoregon.edu

Eric Pederson, Department of Linguistics, University of Oregon, Eugene, OR, (541) 346-3900, epederso@uoregon.edu

Curriculum Vitae

Lindsay Marean

5290 University of Oregon
Eugene, OR 97403
(541) 346-5699
lmarean@bensay.org

Education

2010, 2012, 2016	InField/CoLang, two-week summer Institute on Collaborative Language Research, at the University of Oregon, the University of Kansas, and the University of Alaska Fairbanks
2009-2011	Nishnaabemwin Pane Immersion Program, Bay Mills Community College
2004	M.A. Linguistics at the University of Oregon
1994	B.S.Ed. Spanish at Montana State University - Billings, high honors
1993	B.A. Spanish, B.A. Linguistics at the University of Kansas, honors, distinction, Spanish departmental honors

Employment

2006-present — InterCom Editor, Center for Applied Second Language Studies (CASLS), University of Oregon
•Produce weekly e-mail digest for second language teachers
•Solicit original content from guest contributors and edit in-house contributions
•Maintain subscription list and recruit new subscribers through publicity efforts
•Manage CASLS' social media outreach

2007-present — Practical Linguist, Pakanapul Language Team, Owens Valley Career Development Center, Mountain Mesa, California
•Collaborate with language team to create and use a shared orthography
•Record, transcribe, and analyze texts by fluent speakers
•Maintain and grow a lexical database using Toolbox
•Write a grammar of Paka'anil (Tübatulabal) aimed at a community audience
•Instruct team regularly on structure/grammar of Paka'anil
•Acquire existing documentation of Paka'anil

2016, 2017 — Language and Cultural Documentation, Forest County Potawatomi Community, Crandon, Wisconsin
•Create a Potawatomi-language video with time-aligned subtitles with Mary Jane Thunder about making hominy
•Record, transcribe, and compile oral history narratives with Jim Thunder, Sr., and Mary Jane Thunder for publication in book and DVD format

2010-2016 — Field Researcher/Data Entry, Potawatomi Dictionary Project, Spoken Potawatomi Corpus Project, Documenting Endangered Languages program (National Endowment for the Humanities/National Science Foundation, Co-PI's Monica Macaulay and Laura Buszard-Welcher)
•Responsibilities included field research with fluent Potawatomi speakers in the Forest County Potawatomi community, transcription of recorded texts, and data entry in a lexical database

2007-2010, 2017	Staff, Northwest Indian Language Institute, University of Oregon, Eugene, Oregon

2007-2010, 2017 Staff, Northwest Indian Language Institute, University of Oregon, Eugene, Oregon
•Taught a methods class for the NILI Summer Institute 2007, 2008, 2009, 2010, and 2017
•Worked as part of a team to develop curriculum for a K-5 Chinuk Wawa immersion school for the Confederated Tribes of Grand Ronde

2004-2006 Coordinator of Second Language Acquisition for the Nüümü Yadoha Language Program, Owens Valley Career Development Center, Bishop, California
•Worked with Owens Valley Paiute (Eastern Mono), Mono Lake Paiute, Western Mono, Pakanapul (Tübatulabal), Kawaiisu, Yowlumni, and Wukchumni language communities
•Created language content standards; designed course, unit and lesson plans; and created teaching materials in collaboration with language team members
•Provided training on second language acquisition, second language teaching methods, basic linguistics, and curriculum design
•Collaborated with language community members, other organizations, linguists, media technicians, and graphic artists to promote indigenous language use and proficiency
•Obtained over $20,000 in grant monies to fund a multi-part training in the use of Shoebox, lexicography software

2003 Co-Instructor for Linguistics 101, University of Oregon
•With co-instructor, created curriculum for 4-week summer course
•With co-instructor, taught course, scored assignments, and assigned grades

1999-2004, 2006-2008 University Supervisor for second language instruction in the Middle/Secondary Program, College of Education, University of Oregon
•Spanish, French, German, Japanese, and ELL supervision experience
•Small-group seminars on issues in second language teaching
•Frequent on-site observations of students with feedback
•Liaison between middle and high school teachers and the university

1998-1999 Spanish/English teacher at North Bend High School in North Bend, Oregon
•Created and piloted Basic Spanish I course
•Spanish IV and Basic English I
•Forensics coach

1994-1998 Spanish/English teacher at Drummond Public Schools in Drummond, Montana
•1st-8th grade Spanish
•High school Spanish I and II
•7th grade English
•High school English Fundamentals
•Jr. Great Books coordinator, Odyssey of the Mind coach, numerous committees

Publication

Forest County Potawatomi Community (2014). *Ézhe-bmadzimgek gdebodwéwadmi-zheshmomenan: How Our Potawatomi Language Lives: Potawatomi Dictionary*. B. Daniels, J. Thunder, M. Thunder (fluent speakers). M. Macaulay, L. Marean, L. Welcher, K. Wensaut (compilers). Crandon, WI: Forest County Potawatomi Community.

Presentations

October 2017	"Time Shifting and Critical Thinking: The In-Class Flip" with Jeff Magoto and Joliene Adams at the Confederation in Oregon for Language Teaching Fall Conference
August 2017	"Fluency or Proficiency?" presentation for Nüümü Yadoha Program language staff training for the Owens Valley Career Development Center
July 2017	"Speakers Speaking: Why I Love Recorded and Written Texts" at the Local to Global Perspectives on Language Revitalization and Documentation conference hosted by the Northwest Indian Language Institute
July 2017	"When Potawatomi People Went to Mexico" daily immersion series during the Pokagon Immersion Week hosted by the Pokagon Band of Potawatomi.
January 2017	"Technology and Training: Tools and Resources for Language Documentation" at the Building Capacity in Linguistics and Endangered Languages at Tribal Colleges and Universities satellite workshop at the Linguistic Society of America Annual Meeting
November 2015	"LinguaFolio Online Goes Mobile: Real-Time Goal-Setting and Reflection," presentation with Renée Marshall at the American Council on the Teaching of Foreign Languages Annual Convention
August 2015	"Using the New Potawatomi Dictionary" at the Potawatomi Language Conference in Carter, Wisconsin
August 2014	"Inside and Outside the Circle" at the Potawatomi Language Conference in Hopkins, Michigan
August 2013	"Ndenwémagnek: What We Can Learn from a Single Potawatomi Word" at the Potawatomi Language Conference in Dowagiac, Michigan
December 2010	"Planning a Lesson: The CBI Approach" presentations at Nüümü Yadoha Program trainings in Lone Pine and Bishop, California
March 2010	"Paka'anil Language, Pakanapul People, Tübatulabal Tribe" presentation at California American Indian Education Conference with Elizabeth Johnson, Santa Clara, California
February 2008	"Working for Real Fluency" presentation at a Nüümü Yadoha Program training, Bakersfield, California
March 2007	"Fluency Assessment" presentation with the Northwest Indian Language Institute at the Pshwayii Native American Language Teachers Conference
March 2006	ETST X325, "Second language acquisition and teaching: an overview for indigenous language revitalization practitioners" 1-unit course taught through University of California Riverside Extension Program
June 2005	"Second Language Acquisition" at the Potawatomi Language Conference, Mayetta, Kansas
March 2005	"Frequently Asked Questions About Early Childhood Language Acquisition" at a Nüümü Yadoha Program workshop, Visalia, California
Sept. 2004	"Backwards Design" at an Advocates for Indigenous California Language

Survival training, Barona, California

Fellowships, Awards, and Certifications

2010, 2013	Part of Documenting Endangered Languages grant for Potawatomi dictionary
2009	Native Voices Endowment scholarship for Neshnabémwen study
2008-present	Oregon Basic Teaching License P-12 Spanish, 5-12 Language Arts, 5-12 ESOL
1999-2004	Graduate Teaching Fellow at the University of Oregon
2002	Oregon Benchmark IV oral assessor in Spanish
1998-2000	Oregon Teaching Certificate Basic Spanish, Basic Language Arts
1994-1999	Montana Teaching Certificate K-12 Spanish, 5-12 English
1993	Phi Beta Kappa, University of Kansas
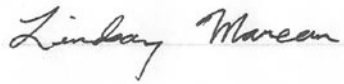
Memberships and Service

2013-present	Board Member, Native Voices Endowment, Endangered Language Fund
2015-2016, 2005-2006	Mentor for Paka'anil (Tübatulabal) Master-Apprentice Program team for the Advocates for Indigenous California Language Survival
June 2014	Mentor for Tübatulabal participants at the Breath of Life institute in Berkeley, California
June 2011	Mentor for Tübatulabal participants at the Breath of Life institute in Washington, D.C.
Summer 2010-2013	Helped instruct three week-long Potawatomi language camps in the Hannahville Indian Community
2006-2007	Volunteer curriculum work for the Grand Ronde Tribe's Chinuk Wawa immersion school through the Northwest Indian Language Institute
Summer 2006	Volunteer for Prairie Band Potawatomi Nation Language and Cultural Department as a guest linguist and participant in Administration for Native Americans Language Revitalization through Immersion Techniques grant
2000-2004	Meetings coordinator, vice-chair, treasurer and chair for GLOSS, the University of Oregon's organization of linguistics graduate students
Fall 2002	Co-organizer of fall colloquium series "Endangered Languages and Language Revitalization," including local, regional, and expert guest speakers, two workshops, and a student panel on language oppression; fund-raised $3600 for series
1999-present	Member of the Society for the Study of Indigenous Languages of the Americas
1998-2004, 2017-present	Member of the Confederation of Oregon Foreign Language Teachers
2000-2003	Steward for the College of Education, Graduate Teaching Fellows Federation

Languages

Native speaker of English

Intermediate proficiency and fieldwork in Potawatomi
Intermediate receptive skills in Odawa
Intermediate knowledge of and fieldwork in Pahka'anil (Tübatulabal)
Fluent in Spanish
Passive fluency in Portuguese
Reading knowledge of French
Beginning knowledge of Japanese

Lindsay Marean

May 10, 2018

Scott Emmett Morison
smorison@uoregon.edu

Employment History

11/11-Present **Educational Software Engineer**
Center for Applied Second Language Studies (CASLS), University of Oregon

Develop mobile applications as needed for CASLS projects. Published several Android Apps on Google Play store. Work with directors and researchers to develop educational software solutions. Oversee and engage in all levels of the online presence of the department from the upkeep of physical server hardware, virtual machine setup, Linux OS to the assorted web server software installations, shell scripting, threat mitigation and anything else predictable and otherwise that concern the reliable usability, upkeep and reliability of web applications. Design, build and deliver all aspects of LAMP solutions from the ground up.

10/08-11/11 **Educational Software Programmer**
Center for Applied Second Language Studies (CASLS), University of Oregon

Create, maintain and improve web-based applications and databases to support language acquisition assessment research activities. Applications supported were written primarily in PHP using Symfony 1.4 framework and MySQL database backend, though a number of other applications were based in Java and Python/Django. Participate in all levels of server setup Linux (Redhat and Ubuntu), system administration, automated backup scripts and VMWare vSphere hypervisor administration.

2/06-10/08 **Senior Applications Specialist, Export Compliance**
Symantec, Corp., Springfield, Oregon

Administer, modify, enhance and maintain TradeSphere™ export compliance application and associated Web interfaces, (Oracle) databases and Java code based expansions. Create SQL and PL/SQL scripts to report and modify data, often including ad hoc emergency data repair scripts to correct bad data in production environment. Design and test new Java, JDBC, SQL, HTML, XML and Javascript code. Follow code through entire Development-Production cycles. Write migration, and test documentation for code releases. Set up and maintain code base in Perforce and PVCS version control systems. Create and conduct technical training sessions for new staff.

8/04-2/06. **Owner/Operator: Electronics and Computer Repair Technician and Consultant**
MGZIMA Technologies, Eugene, Oregon

(Same rolls as 2/93-1/95, below)

10/94-7/04 **Senior Systems Analyst, Business Applications**
Symantec, Corp., Springfield, Oregon

Design, develop, document and maintain a variety of customer to (Oracle) database two tier and three tier interface applications and components based on evolving business requirements. Model and implement relational database structures with attention toward high volume efficiency. Create and maintain web interfaces to various databases on Solaris (Unix) severs using HTML, Javascript and CSS driven by CGI's in Perl, Java (J2EE, JSPs and Servlets) and C++. Create, install and maintain monitoring scripts to report operation statistics and error conditions of high revenue customer facing web interfaces and applications. Install and configure Oracle 8.1 database, iPlanet Web server and Application server on Windows 2000 based servers. Create test harnesses for faceless middleware API's in Java J2EE Beans. Install and configure Apache Web server and Jakarta/Tomcat servlet engine. Design and implement a web storefront with shopping cart and direct credit card processing capability, and concurrent database record updating, with pages available in 12 individual worldwide languages accounting for more than 250,000 web connections monthly. This system is responsible for netting the company several million dollars annually. As such, I have the responsibility of maintaining a 99.95% uptime service level,

requiring 24/7 on call accessibility. Modify and create new structures and functions for the ERP system (database), as needed.

2/93-1/95 **Owner/Operator: Electronics and Computer Repair Technician and Consultant**
MGZIMA Technologies, Eugene, Oregon

Diagnose and repair a wide variety of electronic equipment, both analog and digital. Provide consultation on computer software and hardware setup, troubleshooting and operation. Provide training and instruction for software usage. Design and set up database applications for small office requirements using primarily Filemaker Pro.

10/90-2/93 **Senior Technician / Technical Services Manager / Network Manager**
TOTAL SYSTEMS Inc., Eugene Oregon

Install, troubleshoot and repair high speed 68030 and 68040 based accelerator cards for Macintosh workstations. Provide on-line technical support. Train product support staff. Author installation and tech manuals. Resolve third-party product compatibility issues. Design test jigs and peripheral cabling systems. Install all network wiring at new company site. Provide all network management. Design and assemble electronic devices to fill needs of R&D and production departments.

11/89-8/90 **Computer Repair Technician** (on contract)
Lane County School District #4J; Eugene, Oregon.

Maintain and repair all Apple and Commodore computer equipment, including board-level diagnosis. Coordinate all Apple Service Center functions, and record keeping using Filemaker Pro database. Advise on all aspects of hardware, software and network use and installation throughout district.

7/89-3/90 **Electronics Design Technician** (on contract)
Glen Canyon Software; Eugene, Oregon.

Research, design and develop computer interface hardware for use with Macintosh computers involving telephone system interface, high speed RS232 serial communication and A/D sampling circuits. Design, fabricate and assemble photo-mastered PCB's for use as product prototypes. Assist in software development.

1/88 - 6/89 **Electronics Technician**,
Jones Academic Computer Center; University of Redlands, Redlands, California

Maintain and repair all electronic and mechanical equipment. Perform all Apple Computer product repairs, and maintain certification status for authorized Apple Computer repair site. Design and utilize database to maintain current inventory of replacement and standard components and to coordinate tracking for orders of new equipment and parts. Coordinate installation of new equipment. Coordinate installation of UNIX operating system on a VAX 11/750. Design and supervise installation of VAX and Mac workstation lab. Install and maintain network PBX including a campus wide T1 protocol data multiplexers for office terminal access. Installed and maintained multiple workstation networks and servers for MS-DOS and Macintosh, all with laser printer access. Perform custom installation of MS-DOS and Mac software. Design and implement central device usage monitoring and control system for all lab workstations.

7/86 - 12/87 **Preserve Manager**, Big Bear Valley Preserve
The Nature Conservancy, 834 Market St, San Francisco, California

Maintain and and monitor all aspects of a 1200 acre wildlife preserve system. Restoration of damaged habitat for several species of endangered ice-age "pebble plain" plants. Coordinate "topping" of potential perch trees for the California bald eagle. Conduct field surveys of special progress. Create custom flat database application in (Borland) Pascal for use with MS/DOS for recording, searching and viewing survey data. Install untold miles of barbed wire fencing. Police preserves. Conduct wildlife tours.

9/85 - 6/86   **Computer Lab Assistant, VAX 11/750 System Software Programmer**
9/84 - 5/85   Fletcher Jones Academic Computer Center, University of Redlands, Redlands, California.

   VAX system programming in BASIC and Pascal. Design of Macintosh compatible external hardware.

Education and Certification

Bachelor of Arts   Computer Science with Application in the Field of Biology, University of Redlands, Johnston Center for Integrated Studies

Certification   **Oracle:** Database Modeling and Relational Database Design
Oracle: Develop PL/SQL Program Units
Sun Microsystems: J2EE Programming
Apple Computer: Level Two Advanced Technician
Microsoft: Window NT Administration
Digital Equipment Corp.: Advanced VMS Operating System
IBM: Various hardware platforms

Software Application Related Expertise

Linux   Advanced knowledge of development and file system level command line (shell) operations. Considerable familiarity with administrative operations and shell scripts.

Macintosh Advanced working skill with of all Mac operating systems from v6.0 through and including the latest releases of Mac OS X. Knowledge of low level Hierarchical File Systems and their associated Catalog and Extents B-tree structures and mapping tables.

Windows I can and will when pressed to do so, or when there is a significant specific advantage in doing so.

iOS   Fledgling experience developing apps for iOS. Understanding of Xcode IDE, UI tools, and Objective C.

Android Significant experience with developing and releasing Android apps for educational purposes. Wrote major portion of complex ARIS app for Android. Several published Android apps on Google Play store.

Apache Installation, configuration and administration of Apache, Tomcat on Mac, Linux and Windows.

MySQL Installation, configuration and administration of MySQL servers. Advance understanding and facility with SQL Queries, stored procedures, triggers and indexes. High level of expertise in RDBMs design, implementation and optimization. Have created numerous advanced database back ends for web applications from the ground up. Have worked extensively and consistently with various databases for over 20 years.

Oracle   Installation and configuration of Oracle Database (v8.1) for Windows 2000 workstation class machines. Create and assistance in creation and optimization of Oracle databases for the Solaris (Sun Unix.) Design and/or participation in the design and maintenance of written database aware reporting components for the same, in C++, PL/SQL, Java and Perl.

Software Development

PHP   Over 8 years of active development experience with PHP. Familiar with Symfony and Yii frameworks for PHP. Experience with web front end and admin CRUD development.

Java   Java based Android Apps, Applications, Servlets and J2EE Beans. Have considerable experience with JSP's. Fluent with JAVA API for Android platform.

C++   Writing and/or maintenance of numerous standalone and middleware applications on both the Solaris (gcc) Windows (MS C++) and Macintosh (Symantec C++)

Perl   Writing and maintenance of a large-scale dynamic Web Storefront application in Perl which interfaced with database, and outside Financial Transaction Provider (Credit Card score/auth and billing). Designe and implementation of a secure shopping cart style session tracking mechanism for insuring best effort reconnection of lost customer web sessions and minimizing accidental multiple billing accidents.

Javascript/jQuery/AJAX   Active and frequent use in various past projects.

HTML/CSS   Over 10 years of experience.

Other Skills and interests

Aesthetic   Almost competent expertise with a variety of musical instruments including mandolin, guitar and piano. Embryonic but promising ability to read sheet music.
 Concerned and conscientious environmentalist, with an earnest passion for the well being and welfare of local and global ecosystems.
 Socially responsible and caring, with a general focus toward fostering methods for peaceful solutions to the injustices and imbalances of our often imperfect worldwide human community.

Electronics   I have been an electronic hobbyist since I was old enough to hold a soldering iron by the cool end. Have designed and build countless circuits both analog and digital, and hybrids thereof. Familiar with dedicated microcontrollers, both from the software and hardware ends. Recently designed a nifty transistor sorter from scratch which can discriminate PNP from NPN bipolar transistors using an Arduino Uno USB microcontroller.

Written Word   Creatively unaverage ability to compose written documents both serious and frivolous intent. Possess a strong vocabulary and have been sited repeatedly for my talent to compose precise yet accessible descriptive texts of difficult and complex topics. Have written dozens of technical documents for various projects and processes with which I have been involved, including user's manuals, development specifications, requirements gathering documents, as well as service and training manuals. Am periodically inspired to compose fictional material for personal amusement, correspondence and inadvertently for publication in the case of two or three such pieces. Frequently told I should have been a writer instead of whatever it is I actually am.

Miscellaneous   My partner and myself are certified Foster parents with the Oregon Dept of Human Services and actively maintain a shelter care home for children in crisis.

References: Available upon request.

MARGARET E. MALONE
malonem@georgetown.edu

EDUCATION

Ph.D., Linguistics
Georgetown University, Washington, DC
> Dissertation: The Development and Validation of the English Speaking Test;
> Concentration in Applied Linguistics; U.S. Department of Education Title VII Fellow

M.S., Linguistics
Georgetown University, Washington, DC

B.A., Language Studies, *Magna Cum Laude*
Wellesley College, Wellesley, MA

TEST DEVELOPMENT, RESEARCH AND MANAGEMENT EXPERIENCE

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES, Alexandria, VA
Director, Center for Assessment, Research and Development, 2016-present
> Conduct research on language proficiency and performance outcomes. Promote
> assessment literacy for language professionals. Disseminate research findings within
> and beyond the language community. Represent the organization in the higher
> education and research community.

GEORGETOWN UNIVERSITY, Washington, DC
Director, Assessment and Evaluation Language Resource Center, 2016-present
Research Professor.
> Direct one of 16 national U.S. language resource centers. Manage staff of research
> assistants, graduate assistants, program coordinator and consultants to develop and
> research best practices in language assessment and evaluation. Conduct workshops on
> language assessment and evaluation. Serve as international expert on language
> assessment. Direct study of impact of professional development on teaching. Supervise
> mixed methods study to develop a Chinese C-test. Teach graduate and undergraduate
> courses on second language acquisition, language testing and study abroad. Serve on
> three dissertation committees. Served as Master's Paper advisor.

CENTER FOR APPLIED LINGUISTICS, Washington, DC
Associate Vice President, World Languages and International Programs, 2012–2016
> Designed successful proposals for and supervised research projects related to technology-
> mediated language assessment. Directed project to develop speaking tasks, scoring
> protocols, administration materials and training programs for English as a second
> language learners in New York State. Directed research projects on language program
> evaluation, language teacher assessment literacy and study abroad. Managed a team of
> directors, managers, research associates, and research assistants. Mentored project leaders

in research design, data gathering, analysis and reporting. Planned and managed the financial performance of program area contracts, grants, and overhead spending budgets. Represented program area research, test design and evaluation results to clients, senior management, and external policy, research and development communities, including academia, the federal government, policy makers, and trade organizations.

Senior Testing Associate, Language Testing Division, 2000–2012

Designed and directed research projects related to oral proficiency assessment, student learning outcomes, program evaluation and stakeholder beliefs about assessment. Directed technology-mediated projects on oral proficiency testing. Developed oral proficiency tests and related professional development workshops.
Managed team of six.

Language Testing Specialist, Language Testing Division, 1990–1994

Coordinated team developing and the Spanish Speaking Test. Participated in a team that developed the Japanese Speaking Test. Wrote items and conducted field testing.

PEACE CORPS, Washington, DC

Language Testing Specialist, Center for Field Assistance and Applied Research, 1996–2000

Directed a worldwide language testing program in over 60 countries in 150 languages and oversaw the work of over 600 certified testers. Conducted research on Volunteer learning outcomes in 60 countries. Managed annual review of training status reporting, analysis, and recommendations for Peace Corps worldwide. Managed budgets, operations planning, workshop facilitation, and reporting.

THE GEORGE WASHINGTON UNIVERSITY, Arlington, VA

Research Associate, Center for Equity and Excellent in Education/Evaluation Assistance Center East, 1994–1996

Provided technical assistance to six states on teaching and learning through a cooperative, team approach. Conducted workshops for teachers, administrators, and other professionals on Goals 2000, language assessment, program evaluation, and Title VII legislation. Reviewed state policies on LEP student assessment.

SCHOLARSHIP

PUBLICATIONS IN PEER-REFEREED JOURNALS

Llosa, L. & Malone, M.E. (2018) Comparability of students' writing performance on TOEFL iBT and in required university writing courses. *Language Testing.*

Cox, T. Malone, M.E. &Winke, P.M. (2018). Future Directions in assessment: influences of standards and implications for language learning. *Foreign Language Annals*. 51 (1)

Llosa, L. & Malone, M.E. (2017). Student and instructor perceptions of writing tasks and performance of writing tasks and performance on TOEFL iBT versus university writing courses. *Assessing Writing* 34(1) 88-99.

Malone, M.E. (2018). Commentary 2: Reflections on integrating technology to innovate in study abroad research. *System.* 71. 84-86.

Di Silvio, F., Donovan, A., & Malone, M. E. (2014) The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals.* 47(1), 168-188.

Nier, V. C., Di Silvio, F., & Malone, M. E. (2014). Beliefs about assessment and language learning: Findings from Arabic instructors and students. *NECTFL Review*, (73).

Malone, M. (2013). The essentials of assessment literacy: Contrasts between testers and users. *Language Testing* 30(3), 329-344.

Malone, M. E., Montee, M. J., & Di Silvio, F. (2010). Assessment practices in STARTALK language programs: A view of current language assessment literacy. *Russian Language Journal,* 60, 281-300.

Riestenberg, K., Di Silvio, F., Donovan, A., & Malone, M. E. (2010). Development of a computer-based workshop to foster assessment literacy. *Journal of the National Council of the Less Commonly Taught Languages*, *9*, 21–42.

Malone, M. E., & Montee, M. J. (2010). Oral proficiency assessment: Current approaches and applications for post-secondary foreign language programs. *Language and Linguistics Compass*, 4(10), 972–986.

Nier, V., Donovan, A., & Malone, M. E. (2009). Increasing assessment literacy among LCTL instructors through blended learning. *Journal of the National Council of Less Commonly Taught Languages, 7*, 103-131.

Cavella, C., & Malone, M. E. (2008). Teaching principles of assessment online. In S. Goertler and P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices. CALICO Monograph Number 7.*

Malone, M. E., Rifkin, B., Christian, D., & Johnson, D. E. (2004). Attaining high levels of proficiency: Challenges for language education in the United States. *Journal for Distinguished Language Studies,* (2).

Malone, M. E. (2004). Research on the oral proficiency interview: Analysis, synthesis and future directions. *Foreign Language Annals, 36*(4), 491–497.

BOOK

Farnsworth, T.L & Malone, M.E. (2014) *Assessing Language Learners in U.S. Schools.* Teachers of English to Speakers of Other Languages

CHAPTERS AND PROCEEDINGS (REFEREED)

Diao, W., Donovan, A., & Malone, M. (2018). Oral language development among Mandarin learners in Chinese homestays. *Study Abroad Research in Second Language Acquisition and International Education, 3*(1), 33-58.

Diao, W., Donovan, A., & Malone, M. (in press). Interactional Development through Dinnertime Talk: The Case of American Students in Chinese Homestays. In Sanz, C & Morales-Front, A. (Eds.), *The Routledge handbook of study abroad research and practice.*

Weigle, S.C. & Malone, M. (2017). Assessing English for academic purposes. In K. Hyland and P. Shaw (Eds.). *The Routledge Handbook of English for Academic Purposes.* London, UK: Routledge.

Malone, M.E. & Sandrock, P. (2016). Assessment issues in world languages. In Braun, H. (Ed.), *Meeting the Challenges to Measurement in an Era of Accountability.* Routledge: London.

Di Silvio, F., Donovan, A., & Malone, M. (2015). Promoting oral proficiency gains in study abroad homestay placements. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (pp.75-94). EuroSLA Monograph Series, 4.

Malone, M.E. (2012). Using technology to promote assessment literacy: A review of three approaches for language teacher education. In D. Soneson and E. Tarone (Eds.), *Expanding Our Horizons: Language Teaching Education in the 21st Century: Selected Papers from the 6th and 7th International Teacher Education Conferences*. CARLA Working Papers. Minneapolis: University of Minnesota, Center for Advanced Research on Language Acquisition.

Malone, M. E. (2012). Investigating the CEFR and ACTFL Tasks through Prompt and Elicitation Research. In E. Tschirner (Ed.), *Aligning Frameworks of Reference in Language Testing: The ACTFL Proficiency Guidelines and the Common European Framework of Reference for languages.* Germany: Stauffenburg Verlag.

Kenyon, D., & Malone, M. E. (2010). Investigating examinee autonomy in a computerized test of oral proficiency. In L. Araújo (Ed.), *Computer-based assessment of foreign language speaking skills* (Joint Research Center Scientific and Technical Reports). Luxembourg: Publications Office of the European Union.

Malone, M. E. (2000). Using standards for classroom-based assessment. In A. M. Snow (Ed.), *Implementing the ESL standards for PreK–12 students through teacher education.* Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

Malone, M.E. (2001). Trends in Peace Corps volunteer language proficiency. In J.E. Alatis & A.H. Tan (Eds). *Proceedings of the 1999 Georgetown Roundtable on Languages and Linguistics.* Georgetown University: Washington, DC.

Malone, M. E. & Rasi, S. B. (1995) The Development and Validation of the Japanese Speaking Test. Baltimore, MA: *Acts of the Loyola Conference: Bridging Theory and Practice.*

ENCYCLOPEDIA ENTRIES (REFEREED)

Malone, M.E. (2017). Training in language assessment. In Shohamy et al (Eds) *Language Testing and Assessment, Encyclopedia of Language and* Education. Springer.

Malone, M.E. (2017). Developing instructor proficiency in oral language assessment. In N. Van Deusen-Scholl, S. May (eds.), *Second and Foreign Language Education, Encyclopedia of Language and Education*. Springer.

Malone, M.E., Peyton, J. K. & K. Kim (2014). Assessment of heritage learners: Issues and Directions. In T. Wiley, J.K. Peyton, D. Christian, S.C. Moore, & N. Liu. *Handbook of Heritage, Community and Indigenous Languages in the United States: Research, Policy, and Educational Practice*.

Montee, M.J. & Malone, M.E. (2013). Writing scoring criteria and score reports. In A. Kunnan (Ed.) *The Companion to Language Assessment.* New York: Wiley-Blackwell.

Malone, M. and Brooks, R. (2013). Language Testing in Government and Military. In C. A. Chapelle (Ed.). *The Encyclopedia of Applied Linguistics*, Oxford, UK: Wiley-Blackwell.

Malone, M. E. (2008). Training in language assessment. In N. Hornberger & E. Shohamy (Eds.), *Encyclopedia of Language Education.* New York: Springer.

TECHNICAL REPORTS (REFEREED)

Malone, M.E. & Montee, M. (2014). Stakeholders' Beliefs About the TOEFL iBT® Test as a Measure of Academic Language Ability. Educational Testing Service: Princeton, NJ.

Ross, S., Masters, M., Malone, M.E., Janesh, J. & K. Riestenberg. (2010). Validating STARTALK assessment instruments: Convergent validity established across triangulated assessment system. Center for Advanced Study of Language: College Park, MD

OTHER PUBLICATIONS

Malone, M.E. (2011). Assessment Literacy for Language Educators. *CAL Digest.* Washington, DC: Center for Applied Linguistics.

Jackson, F., & Malone, M. E. (2009). *Building the foreign language capacity we need: Toward comprehensive strategy for a national foreign language framework.* College Park, MD and Washington, DC: National Foreign Language Center and Center for Applied Linguistics. Available at http://www.languagepolicy.org/documents/synthesis%20and%20summaryfinal040509_combined.pdf

Malone, M.E. (2007). Oral Proficiency Assessment: The Use of Technology in Test Development and Rater Training. *CAL Digest.* Washington, DC: Center for Applied Linguistics.

Malone, M.E. & D. MacGregor. (2006). Foreign Language Assessment Database. In Rosenbusch, M.H. (Ed.). *New Visions in Action: National Assessment Summit Papers*. Ames, IA: Iowa State University.

Malone, M. E., Rifkin, B. Christian, D., & Johnson, D. E. (2003). Attaining high levels of proficiency: Challenges for foreign language education in the United States. *ERIC/CLL Newsbulletin, 26*(2), 1–3.

Carpenter, H., MacGregor, D., Malabonga, V., Malone, M., Winke, P., & Kenyon, D. (2002). Innovations in Language Proficiency Testing. *Innovations*, *13*, 18.

Malone, M.E. (2000). The Simulated Oral Proficiency Interview. *CAL Digest.* Washington, DC: Center for Applied Linguistics.

REVIEWS

Malone, M.E. (2010). Test Review: Canadian Academic English Language (CAEL) Assessment *Language Testing* 27(4).

Malone, M.E. (2009) *Building the Validity Argument for the Test of English as a Foreign Language. The Modern Language Journal.* 93(4).

Malone, M. E. (2006). *Assessing speaking. The Modern Language Journal, (90)*4.

Malone, M. E. (2005). Woodcock-Munoz Language Survey [Review of test Woodcock Munoz Language Survey]. In S. Stoynoff & C. A. Chapelle, *ESOL tests and testing.* Alexandria, VA: Teachers of English to Speakers of Other Languages (TESOL).

Malone, M.E. (2002). *Review: The Art of Non-Conversation. Language Testing* 19(3).

Malone, M.E. (1996). *Review: Bilingualism and testing: A special base of bias. Language Testing* 14(1).

Malone, M. E. (1995). *Review: Understanding and developing language tests. Language Testing*

12(1).

GRADUATE AND UNDERGRADUATE TEACHING EXPERIENCE

RESEARCH PROFESSOR*,* Linguistics Department, 2016-present
    Teach graduate courses in language testing, including *Language Testing* and *Advanced Language Testing*
    Teach graduate and undergraduate courses in second language acquisition and study abroad.
    Serve as member of faculty and member of Applied Linguistics concentration
    Serve as reader for doctoral students
    Serve as advisor for Master's Students
Adjunct Lecturer, Linguistics Department, 1993, 1994, 2000, 2007, 2014, 2015
    Teach undergraduate class *How Languages Are Learned*
    Taught graduate-level courses *Language Testing* and *Language Teaching Methods*

UNIVERSITY OF MARYLAND, College Park, MD
Adjunct Assistant Professor, Department of Curriculum and Instruction, 2012, 2014
    Designed and taught a graduate-level course *Student Assessment in the Second Language Classroom*

AMERICAN UNIVERSITY, Washington, DC
Adjunct Lecturer, Department of Teaching English as a Second Language, 1993
    Taught graduate-level course in language teaching methods.

KEYNOTES AND INVITED TALKS (RECENT)

Malone, M.E. (March, 2018). Using ACTFL assessments for program improvement. Invited talk at the Pennsylvania State Modern Language Association Meeting, Chestnut Hill College, Philadelphia, PA.

Malone, M.E. (March, 2018). Overview of ACTFL assessments. Invited talk at the Pennsylvania State Modern Language Association Meeting, Chestnut Hill College, Philadelphia, PA.

Malone, M.E. (November, 2017). Unpacking language assessment literacy: Differentiating needs of different stakeholder groups. Plenary talk at annual East Coast Organization of Language Testers Conference, Georgetown University, Washington, DC.

Malone, M.E. (March, 2017). Language in a global society: Research from study abroad. Invited Richard Joshua Reynolds Plenary at Emory and Henry University, Emory, VA.

Malone, M.E. (March, 2017). Benefits of bilingualism. Presentation at Thomas Jefferson High School, Fairfax, VA.

Malone, M.E. (September, 2016). Expanding understanding of language assessment literacy: including students. Invited Plenary at the 2016 Language Assessment Literacy Symposium, University of Lancaster, Lancaster, UK.

Malone, M.E. (April, 2015). Assessment in world languages: Challenges for research and application. Invited Plenary at the Conference on Language, Learning and Culture, Virginia International University, Fairfax, VA.

Margaret E. Malone

Malone, M.E. (April, 2014). Assessing outcomes for LCTLs: Best Practices, Challenges and Collaborations. Invited Plenary at the National Council of Less Commonly Taught Languages, Chicago, IL.

Malone, M.E. (March, 2014). World language assessment for primary and secondary schools: Current status and implications for policy and practice. Invited keynote at the College of Education, Athens, GA.

Malone, M.E. (November, 2013). Aligning curricula with formative and summative assessment: Examples for classroom use. Invited talk at Cornell University, Ithaca, NY.

Malone, M.E. (May, 2013). Assessment of heritage learners. Invited panel at Long Island City College, New York, NY.

Malone, M.E. (July, 2012). Oral proficiency assessment. Invited talk at China Institute, New York, NY.

Malone, M.E. (October, 2012). Language testing outcomes in the EU. Invited talk at Florida International University, Miami, FL.

Malone, M.E. (September, 2011). Stakeholder beliefs about language tests. Invited plenary at Midwest Association of Language Testers Conference, Des Moines, IA.

PRESENTATIONS

Regular presentations at AAAL, ACTFL, ECOLT, LTRC. Representative examples below.

McKay, T.; Kim, A. I. & Malone, M.E. (2018). STARTALK: Understanding the ACTFL Guidelines. AAAL, Chicago, IL.

Xu, Y; McKay, T and Malone, M.E. (2018). Developing a Chinese C-Test for research purposes. Roundtable at AAAL, Chicago, IL.

Malone, M.E. & Rivers, W. (2018) Language advocacy. AAL, Chicago, IL.

Xu, Y; McKay, T and Malone, M.E. (2018). Developing a Chinese C-Test for research purposes. Work in Progress at the Language Assessment Research Conference, Ames, Iowa.

Malone, M.E. Malone M.E. (2017). Mission and Achievement in Higher education. Discussant. Annual ACTFL Convention, Nashville, TN

Sykes, J.; Blyth, C, Campbell, J. & Malone, M.E. (November, 2017). Free resources from the Language Resource Centers. Annual ACTFL Convention, Nashville, TN.

Malone, M.E.; Rubio, F; Crane, C.; & S. Peart. (October, 2017). Language and student success: Identifying ways to explain outcomes in the IHE context. Annual Consortium of Useful Assessment in Languages and the Humanities Education, Atlanta, GA.

Malone, M.E. (July, 2017). *Including student perspectives in language assessment literacy*. Paper presented at a symposium on language assessment literacy at the Language Testing Research Colloquium , Bogotá, Colombia,

Malone, M.E. (June, 2017) *U.S. Migration and Tests of Adult Language Progress*. Paper presented at invited symposium at the European Association of Language Assessmet, Sevrés, France.

Chi, J.; Donovan, A, & Malone, M.E. (April, 2017). *Teachers of heritage language learners: Perceptions, beliefs, expectations, and needs*. Paper presented at Conference on Language, Learning, and Culture (CLLC), Fairfax, VA.

Chi, J.; Donovan, A, & Malone, M.E. (April, 2017). *Teachers of LCTL heritage learners: How do we perceive our students*. Paper presented at National Council of Less Commonly Taught Languages Conference (NCLCTL) 2017, Rolling Meadows, IL.

Chi, J.; Donovan, A, & Malone, M.E. (March, 2017). *Teachers' perceptions of heritage learners in the classroom.* Roundtable presentation at American Association for Applied Linguistics (AAAL) 2017, Portland, OR.

Malone, M.E. (March, 2017). *Study abroad in contemporary times: Technological innovations.* Colloquium at American Association for applied Linguistics (AAAL) 2017, Portland, OR.

Malone, M.E. & Polio, C. (March, 2017). *Are some languages really more difficult to learn? Maybe, maybe not.* Paper presented at American Association for Applied Linguistics (AAAL) 2017, Portland, OR.

Malone, M.E. (February, 2017). *Language Assessment Literacy: What language teacher educators need to find out about students.* Presentation at UCLA Language Teacher Educators' Conference, Los Angeles, CA.

Chi, J.; Donovan, A, & Malone, M.E. (May, 2016). *The heritage language database: promoting awareness of heritage language schools and programs.* National Council of Less Commonly Taught Languages, Atlanta, GA.

Donovan, A., Chi, J., & Malone, M. (April, 2016). *Free resources from the National Foreign Language Resource Centers.* National Council of Less Commonly Taught Languages, Atlanta, GA.

Llosa, L., Malone, M.E., &Donovan, A (April, 2016). Is writing on the TOEFL really the same as writing in college? Evidence from quantitative and qualitative data. American Association of Applied Linguistics Conference, Orlando, FL.

Malone, M. (2016, April). *Assessing college foreign language learners' proficiency: The what, the why, and the how*. Discussant for colloquium, American Association of Applied Linguistics Conference, Orlando, FL.

Malone, M., & Sandrock, P. (April, 2016). *Assessment issues in world languages*. Invited colloquium, National Council on Measurement in Education, Washington, DC.

Malone, M. (March, 2016). *Assessing college foreign language learners' proficiency: What, why, and how.* Discussant for colloquium, Georgetown University Round Table, Washington, DC.

Malone, M. (March, 2016). *Uses for and consequences of language proficiency tests for students and teachers.* Invited colloquium and co-organizer, Georgetown University Round Table, Washington, DC.

Polio, C., Mackey, A., Van Patten, B., & Malone, M.E. (November, 2015). *Are some languages harder to learn than others? Maybe not.* Presentation at the American Council on the Teaching of Foreign Languages, San Diego, CA.

Malone, M.E. (November, 2015). *Assessing Spanish oral proficiency using the COPI.* Presentation at the American Council on the Teaching of Foreign Languages, San Diego, CA.

Malone, M. (November, 2015). *Early language assessments and resources from CAL.* ACTFL 2015 Annual Convention and World Language Expo, San Diego, CA.

Tarone, E., Blyth, C., Campbell, J., & Malone, M. (November, 2015). *Free standards-based language teaching resources from the LRC's*. ACTFL 2015 Annual Convention and World Language Expo, San Diego, CA.

Forrest, L. B., Son, Y. A., Sykes, J., & Malone, M. (October, 2015). *Designing a digital simulation to measure intercultural competence: Putting theory into practice.* East Coast Organization of Language Testers, Washington, DC.

Llosa, L., Malone, M.E., Donovan, A.E., Stevens, L &Wei, J. (October 2015). *Writing for university composition classes vs. writing for TOEFL iBT: Insights from students and instructors.* Presentation at the East Coast Organization of Language Testers, Washington, DC.

Malone, M.E., Soneson, D., Rubio, F., Gass, S., & Winke, P. (October, 2015*). Outcomes in higher-education world language programs: Results and implications.* Presentation at the Consortium on Useful Assessment in Languages and the Humanities Annual Conference, Washington, DC.

Wiley, T. G., Malone, M., Moore, S.C.K., & Bhalla, S. (May, 2015). *Heritage, community, and native language in the United States: Examining the current status and identifying future possibilities.* International Symposium on Bilingualism, New Brunswick, NJ.

Malone, M.E. (April 2016) Malone, M.E. (March, 2015). Applied linguists: *Who do we think we are anyway?* Presentation at invited colloquium, American Association of Applied Linguistics, Toronto, Canada.

Llosa, L. & Malone, M.E. (March, 2015). *Comparability of writing tasks in TOEFL iBT and university writing courses.* Presentation at the Language Testing Research Colloquium, Toronto, Canada.

Tarone, E., Malone, M. E., & Larson., K. (March, 2015). *Free resources from the Language Resource Centers.* Presentation, International and Foreign Language Education Title VI Project Directors' Meeting, U.S. Department of Education, Washington, DC.

Donovan, A. E. & Malone, M.E. (November, 2014). *CAL's oral proficiency assessment tools: Featuring the Mandarin COPI.* Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.

Tarone, E., & Malone, M. E. (November, 2014). *The National Foreign Language Resource Centers: History, impact, and future.* Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.

Tarone, E., Malone, M. E., Campbell, J., & Blyth, C. (November, 2014). *Free resources from the Language Resource Centers.* Presentation, ACTFL 2014 Annual Convention and World Language Expo, San Antonio, TX.

INVITED WORKSHOPS

Regular workshops at national conferences and local universities. Representative examples below.

Malone, M.E. (February, 2017). *Understanding assessment: A workshop for language teacher educators.* Invited workshop at UCLA Language Educators' Conference, Los Angeles, CA.

Malone, M.E. (March, 2016). *Introduction to the SOPI.* Workshop conducted at Michigan State University, East Lansing, MI.

Malone, M.E. (March, 2016). *Rating workshop: Japanese, Spanish, German and French.* Workshops conducted at Michigan State University, East Lansing, MI.

M.E. & Davis, J. McE. (May, 2015). *Program evaluation for language teacher educators.* Workshop at the CARLA Language Teacher Educators Conference, Minneapolis, MN.

Malone, M.E. (July, 2015). *Proficiency assessment in the world language classroom.* Summer Institute at CLEAR, East Lansing, MI.

Malone, M.E. (January, 2015). *Basics of assessment.* Workshop for visiting teachers from China. University of Maryland, College Park, MD.

TEST DEVELOPMENT

New York State English as a Second Language Achievement Test, Speaking. Instrument for K-12 English Learners in New York State. Funder: New York State. Project Director. 2014-present.

Computerized Oral Proficiency Instrument for U.S. Military Academies, French. Funder: U.S. Military Academies. (2013). Project Director

Computerized Oral Proficiency Instrument for U.S. Military Academies, Mandarin Chinese. Funder: U.S. Military Academies. (2011). Project Director

Computerized Oral Proficiency Instrument, Arabic and Spanish. Funder: U.S. Department of Education. (2008). Project Director

Multimedia Rater Training Program, Arabic and Spanish. Funder: U.S. Department of Education. (2008). Project Director

Work Readiness Oral Language Instrument, English. Funder: U.S. Department of Education. (2006). Project Director

Multimedia Rater Training Program, French and German. Funder: U.S. Department of Education. (2005). Project Director

Multimedia Rater Training Program, Spanish. Funder: U.S. Department of Education. (2004). Project Manager

Oral Language Test, Korean and Mandarin. Funder: U.S. Department of Education. (2003). Project Director.

National Assessment of Educational Progress, Foreign Language: Pilot and Field Test Versions of Oral Proficiency Instrument. Funder: U.S. Department of Education. (2003). Project Manager.

The English Simulated Oral Proficiency Interview. (1999). Developer (Dissertation). The Massachusetts English Language Assessment: Oral. Funded through U.S. Department of Education. (1995). Project Director

The Spanish Simulated Oral Proficiency Interview. Funder: U.S. Department of Education. (1994). Project Coordinator

The Japanese Simulated Oral Proficiency Interview. Funder: U.S. Department of Education. (1992). Research Assistant.

RECENT PROJECTS (SELECTED)

ASSESSMENT AND EVALUATION LANGUAGE RESOURCE CENTER, U.S. Department of Education
Co-Director, 2014-2016; *Director*, 2016-present

Serve as Co-Director of one of 16 National Language Resource Centers. Direct all research, outreach and staff on a national language resource center. Develop online

tutorials for assessment users, including surveys of prospective users to guide content selection. Design and conduct research on relative language difficulty and intercultural assessment. Develop c-tests. Conduct annual professional development workshops on program evaluation and student assessment. Develop and administer online language assessment courses. ($170,000 annually)

STARTALK : UNDERSTANDING THE ACTFL GUIDELINES

Project Director, 2014-2016

Direct project to provide professional development for post-secondary instructors of languages critical to U.S. security. Conduct a six-module online workshop, a three-day face-to-face workshop and follow-on research focused on washback and utility. ($82,000 annually)

NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST.

Project Director (subcontract from Metritech) 2013–present

Direct a project to develop speaking tasks for 250,000 students in grades K-12 of English as a second language in New York State. Supervise development of tasks, review criteria, scoring material, task writer training materials, rater training materials, administration materials and administrator training. Supervise internal team of three and 50+ consultants. ($1.2M, 5 years)

STARTALK EVALUATION, National Foreign Language Center

Project Director, 2014-2016

Direct project to design, implement, and analyze annual stakeholder evaluations (N=1,200) of summer language programs for teachers and students. Recommend improvements for policy and standards. ($1.4 million, five years)

COMPARABILITY OF STUDENTS' WRITING PERFORMANCE ON TOEFL-IBT® AND REQUIRED UNIVERSITY WRITING COURSES

Co-Principal Investigator (with Lorena Llosa, New York University) 2012–present

Direct a project to investigate comparisons of students' writing performances on TOEFL iBT® and university writing courses. Co-design research study and manage research team. ($125,000, 18 months)

THE CURRENT STATE OF APPLIED LINGUISTICS

Project Director, 2012–present

Direct project to identify current graduate programs in applied linguistics in the United States and survey faculty and graduate students on the current state of applied linguistics. ($25,000, two years)

PROMOTING ORAL PROFICIENCY GAINS IN STUDY ABROAD

Project Director, 2010–2014

Direct project to investigate effects of intervention and training with students and homestay families on oral proficiency gain in study abroad in four countries across three languages. Design research study and manage research team and contractors. ($450,000, 36 months)

DEVELOPING THE MANDARIN COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S. Department of Education

Project Director, 2010–2014

Direct project to develop a Mandarin (Chinese) Computerized Oral Proficiency instrument. Manage team to develop 100+ test tasks and conduct pilot testing, field testing, analysis of data, and operationalization of test. ($390,000, three years)

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education
Co-Director, 2010–2014

> Serve as Co-Director of one of 15 National Language Resource Centers. Develop online tutorials for assessment users, including surveys of prospective users to guide content selection. Conduct annual professional development workshops on program evaluation and student assessment. Develop multimedia rater training programs, delivered via CD-ROM, to train raters of oral proficiency tests. Conduct online language assessment courses. ($98,000 annually)

STARTALK EVALUATION, National Foreign Language Center
Project Director, 2006–2013

> Direct project to design, implement, and analyze annual evaluations (N=10,000) of summer language programs for teachers and students. Recommend improvements for policy and standards. ($1.4 million, five years)

STARTALK PORTFOLIO ASSESSMENT, Center for the Advanced Study of Language
Project Director, 2009–2012

> Directed project to pilot, design, and operationalize achievement test for Arabic and Chinese language from 50 summer high school programs. Managed partnerships with two additional national organizations. ($578,000, 36 months)

STAKEHOLDER PERCEPTIONS OF THE TOEFL iBT, Educational Testing Service
Project Director, 2008–2010

> Directed multi-methods research of student, instructor, and administrator perceptions of the TOEFL iBT. Designed online, multilingual surveys for 1,200 participants. Managed focus groups in U.S. and overseas. Conducted stimulated recall protocols. ($87,000, 18 months)

FOREIGN LANGUAGE ASSESSMENT DIRECTORY PROJECT, U.S. Department of Education
Project Director, 2005–2009

> Directed project to update, improve, and merge two existing directories of foreign language tests via focus group and distance review of products. Managed team to develop online tutorial on language test selection. ($390,000, three years)

STAR PROFICIENCY ASSESSMENT TRAINING PROGRAM, University of Maryland
Project Director, 2008–2010

> Designed blended learning professional development program for teachers of critical languages. Used online and face-to-face approaches to provide basic background on and strategies for classroom assessment of K–16 learners of Arabic, Chinese, Hindi, Persian, and Urdu. ($100,000 annually)

NATIONAL CAPITAL LANGUAGE RESOURCE CENTER, U.S. Department of Education
Assessment Director, 2006–2010

> Conducted annual professional development workshops on program evaluation and student assessment. Developed multimedia rater training programs, delivered via CD-ROM, to train raters of oral proficiency tests. Conducted online language assessment courses. ($72,000 annually)

LANGUAGE PROGRAM ASSESSMENT, Council of American Overseas Research Centers / Department of State
Project Director, 2008–2010

Conducted analysis of language curricula in 14 overseas language programs. Developed and analyzed results of 185-student Arabic language self-assessment and efficacy for student placement ($150,000, two years).

DEVELOPING THE COMPUTERIZED ORAL PROFICIENCY INSTRUMENT, U.S. Department of Education
Project Director, 2004–2008
Directed project to develop CD-ROM based Arabic and Spanish oral proficiency tests. Managed project staff of two FTEs plus over 10 consultants. ($459,000, four years)

ACTFL ASSESSMENT OF PROFICIENCY AND PERFORMANCE, U.S. Department of Education
Project Manager, 2005–2008
Worked with three organizations' teams to create a national framework for K-16 foreign language assessment. Developed prototypical tasks. Conducted stimulated recall studies with students on task effectiveness. ($105,000, three years)

IMPACT OF TITLE VI DEPARTMENT OF EDUCATION PROJECTS, JBL Associates/U.S. Department of Education
Project Director, 2007–2008
Directed CAL portion of project to explore and quantify impact of 50 years of Title VI funding for U.S. Department of Education grants. Coordinated efforts with prime contractor. ($75,000, 18 months)

PROFESSIONAL SERVICE

Advisory Board, Joint National Committee of Languages. 2013- present
Advisory Board, IRIS, 2015-present
Editorial Review Board, *Annual Review of Applied Linguistics*. 2013-present
Editorial Review Board. *Language Assessment Quarterly.* 2010-present
Resolutions Committee, American Association for Applied Linguistics. 2013-2014.
Secretary, International Language Testing Association, 2011–present
Chair, Council of Language Resource Center Directors, 2011-present
Advisory Board, Language Teacher Educators' Conference, 2009, 2011, 2013, 2015
Co-Chair, Language Testing Research Colloquium, 2009
Nominations Committee, International Language Testing Association, 2007, 2009, Chair 2009
Advisory Board Member, Language Acquisition Resource Center, 2006–2014
Advisory Board Member, The George Washington University Language Center, 2005–2008
Co-Chair and Founder, East Coast Organization of Language Testers, 2002–present

PROFESSIONAL AFFILIATIONS

International Language Testing Association
American Association for Applied Linguistics
American Council on the Teaching of Foreign Languages
Joint National Committee of Languages
National Council of Less Commonly Taught Languages

LANGUAGES

Spanish (intermediate); Sanskrit (novice reading); Latin (intermediate reading); Indonesian (novice)

CARL S. BLYTH

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University of Texas at Austin
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EDUCATION

1990   **PhD** in French Linguistics, Cornell University
> Dissertation: *Evaluation in Oral Québécois Narrative: The Function of Non-Referential Meaning in Discourse* (Dr. Linda R. Waugh, director)

1986   **MAT** in French, University of North Carolina—Chapel Hill

1980   **BA** in International Relations, University of North Carolina, with honors

ACADEMIC EMPLOYMENT

2010-present   Director, Center for Open Educational Resources and Language Learning
2006-2009   Director, Texas Language Technology Center, UT-Austin
2001-2002   Director of Technology, Literacy and Culture, UT-Austin
2000-present   Associate Professor of French, Univ. of Texas at Austin
1993-00   Assistant Professor of French, Univ. of Texas at Austin
1990-93   Assistant Professor of French, LSU, Baton Rouge
1989-90   Chercheur Invité, Université du Québec à Montréal
1986-88   Graduate Teaching Assistant, Cornell University

AWARDS

2013-15 Provost's Senior Teaching Fellow, UT-Austin
2012   Faculty Research Assignment (FRA), UT-Austin
2009   Exemplary Online Learning Resource Award (given to TLTC),
          Multimedia Educational Resource for Learning and Online Teaching
2009   Access to Language Education Award (given to *Français interactif*),
          CALICO Executive Committee, CALICO Annual Conference
2006   Best of the Humanities on the Web (given to *Français interactif*)
          National Endowment for the Humanities
2004   Innovative Instructional Technology Awards, First Place,
          Center for Instructional Technology, UT-Austin
1998   President's Associates Teaching Excellence Award, UT-Austin
1998   Faculty Fellow, Center for Instructional Technology, UT-Austin
1997   Innovative Instructional Technology Awards, First Place,
          Center for Instructional Technology, UT-Austin
1997   Dean's Fellow, University of Texas
1990   Pi Kappa Phi Academic Honor Society, Cornell University
1989   Walter Schon Lenk Fellowship, Most Outstanding Graduate Student,
          Dept. of Romance Studies, Cornell University
1987   Berkowitz Fellowship, Dept. of Romance Studies, Cornell Univ.

FELLOWSHIPS AND GRANTS

2014-18 Department of Education, Title VI
        "National Foreign Language Resource Center" $775,000
2012-13 Longhorn Innovation Fund for Technology $112,500
    "From Corpus to Classroom" [co-PI with B. Bullock & J. Toribio]
2010-14 Department of Education, Title VI
    "National Foreign Language Resource Center" $1,343,000
    Center for Open Educational Resources and Language Learning (COERLL)
2010-12 Department of Education, FIPSE $250,000
    "Foreign Language Collaborative Publishing Consortium"
2008-10 Texas Higher Education Coordinating Board $250,000
    "Foreign Language Professional Development Modules"
2007-09 Department of Education, FIPSE $550,000
    "The Texas Language Technology Open Access Initiative"
2002   Computer Assisted Instruction, COLA, UT-Austin $55,000
2001   Computer Assisted Instruction in Liberal Arts, Univ. of Texas $42,000
2000   Computer Assisted Instruction in Liberal Arts, Univ. of Texas $64,000
1999   Hewlett Project for Group Work, Graduate School, Univ. of Texas $4,000
1999   Computer Assisted Instruction in Liberal Arts, Univ. of Texas $32,000
1998   Computer Assisted Instruction in Liberal Arts, Univ. of Texas $28,000
1997   Computer Assisted Instruction in Liberal Arts, Univ. of Texas $27,000
1995   Wenner-Gren Foundation for Anthropological Research, $2,000
1995   URI Summer Research Award, UT-Austin $6,000
1992   Center for French and Francophone Studies Award, LSU, $15,000
1991   Louisiana Quality Education Fund Award, LSU $20,000

PUBLICATIONS

•Books

1. Koike, D. and Blyth, C. (eds). (2015.) *Dialogue in Multilingual and Multimodal Communities*. Amsterdam/Philadelphia: John Benjamins, 314 pages.

2. Katz, S. and Blyth, C. (2007). Teaching *French Grammar in Context: Theory and Practice.* New Haven, CT: Yale University Press, 265 pages.

3. Blyth, C. (Ed.) (2003). *The Sociolinguistics of Foreign Language Classrooms: Contributions of the Native, the Near-native, and the Non-native Speaker. Issues in Language Program Direction Series.* Boston: Heinle, 294 pages.

4. Blyth, C. (1999). *Untangling The Web: Nonce's Guide to Language and Culture on the Internet*. New York: Nonce Publishers (second edition), 166 pages.

•Textbooks

1. Kelton, K., N. Guilloteau and C. Blyth. (2011.) *Français interactif: Les étudiants américains en France.* Austin, TX: Center for Open Educational Resources and Language Learning, 348 pages.

2. Megharbi, N., S. Pellet, C. Blyth and S. Forester. (2008). *Pause-café: French in Review.* San Francisco: McGraw-Hill, 350 pages.

•Peer-reviewed journal articles and book chapters (including in press)

1. Blyth, C. (2018). Designing Meaning and Identity in Multiliteracies Pedagogy: From Multilingual Subjects to Authentic Speakers. *L2 Journal*, vol. 10 (2), pp. 62-86.

2. Blyth, C. and Dalola, A. (2016). Translingualism and Open Educational Practice: Promoting Critical Language Awareness via Facebook. *ALSIC Revue* (Language Learning and Information and Communication Systems), volume 19. https://alsic.revues.org/2962

3. Koike, D. and Blyth, C. (2016). Metadialogic Approach to Intercultural Dialogue: Uncovering Hidden Motivations. *Language and Dialogue* 6:2, pp. 223-253.

4. Blyth, C. (2015). Exploring the Complex Nature of Language and Culture Through Intercultural Dialogue: The Case of Cultura." In D. Koike & C. Blyth (eds). *Dialogue in Multilingual and Multimodal Communities* (pp. 139-165). Amsterdam/Philadelphia: John Benjamins.

5. Koike, D. and Blyth, C. (2015). Introduction. In D. Koike & C. Blyth (eds)., *Dialogue in Multilingual & Multimodal Communities* (pp. 1-22). Amsterdam/Philadelphia: John Benjamins.

6. Blyth, C. (2014). Exploring the Affordances of Digital Social Reading for L2 Literacy: The Case of eComma. In J. Guikema & L. Williams (eds.), *Digital Literacies in Foreign and Second Language Education.* CALICO Monograph Series, Volume 12, pp. 201-226. San Marcos, TX: CALICO.

7. Blyth, C. and Koike, D. (2014). Grammatical Constructions and Interactive Frames. In S. Katz & L. Myers (eds), *Perspectives on Linguistic Structure and Context (*pp. 87-110). Amsterdam/Philadelphia: John Benjamins.

8. Blyth, C. (2012). Opening Up Foreign Language Education with Open Educational Resources: The Case of *Français interactif*. In F. Rubio and J. Thoms (eds.). *Hybrid Language Teaching and Learning: Exploring Theoretical, Pedagogical and Curricular Issues*, (pp. 196-218). Boston: Heinle Cengage.

9. Blyth, C. (2012). Cross-cultural stances in online discussions: French and American ways of expressing opinions. In C. Felix-Brasdefer and D. Koike (eds). *Pragmatic Variation in First and Second Language Contexts: Methodological Issues*, (pp. 49-79). Amsterdam: John Benjamins.

10. Blyth, C. (2011). Cultural linguistics and foreign language education: From language-and-culture to language-as-culture. In H. Allen and H. Maxim (eds.), *Educating the Future Foreign Language Professoriate for the 21st Century (pp.)* Boston: Heinle Cengage.

11. Blyth, C. (2009). The Impact of Pedagogical Materials on Critical Language Awareness: Assessing Student Attention to Patterns of Language Use. In Turnbull, M., and J. Dailey-O'Cain (eds.). *First Language Use in Second and Foreign Language Learning.* London: Multilingual Matters, pp. 156-178.

12. Blyth, C. (2009). From Textbook to Online Materials: The Changing Ecology of Foreign Language Publishing in the Era of ICT. In M. Evans (Ed.), *Foreign Language Learning with Digital Technology*. London: Continuum, pp. 174-202.

13. Blyth, C. (2007). Research Perspectives on Online Discourse and Foreign Language Learning.   In S. Magnan (Ed.), *Mediating Discourse Online*. Amsterdam: John Benjamins, pp. 47-70.

14. Blyth, C. and Davis, J. (2007). Using Formative Evaluation in the Development of Learner-Centered Materials. *Calico Journal* 25, 1: 1-21.

15. Blyth, C. (2005). From Empirical Findings to the Teaching of Aspectual Distinctions. In D. Ayoun and R. Salaberry (Eds.). *Tense and Aspect in Romance Languages* (pp. 211-252). John Benjamins: Amsterdam.

16. Blyth, C. (2003). Playing Games With Literacy: The Poetic Function in the Age of Communicative Language Teaching. In P. Patrikis (Ed.)*. Reading Between the Lines: Perspectives on Foreign Language Literacy*. New Haven, CT.: Yale University Press.

17. Blyth, C. (2003). Introduction. In C. Blyth (Ed.). *The Sociolinguisitics of Foreign Language Classrooms: Contributions of the Native, the Near-native, and the Non-native Speaker* (pp. ix-xiv). Boston: Heinle Cengage.

18. Blyth, C. (2002). Between Orality and Literacy: Developing a Pedagogical Norm for Narrative Discourse. *Pedagogical Norms for Second and Foreign*

Language Learning and Teaching. Eds. K. Bardovi-Harlig, S. Gass, S. Magnan & J. Walz. Amsterdam: Benjamins., pp.241-274.

19. Blyth, C. (2000). Toward a Pedagogical Discourse Grammar: Techniques for Teaching Oral Syntax. In J. Lee and A. Valdman (Eds.) *Meaning and Form: Multiple Perspectives. AAUSC Issues in Language Program Direction.*, pp. 183-229. Boston: Heinle Cengage.

20. Blyth, C. (1999). Implementing Technology in the Foreign Language Curriculum: Redefining the Boundaries Between Language Study and Culture Study. *The Journal of Educational Computing Research*, 20 (1) 39-58.

21. Blyth, C. (1998). The Sociolinguistic Situation of Cajun French: The Effects of Language Shift and Language Loss." In A. Valdman (Ed.) *French and Creole in Louisiana (*pp.15-30). New York: Plenum Press.

22. Blyth, C. (1997). A Constructivist Approach to Grammar: Teaching Teachers To Teach Aspect. *Modern Language Journal*, Vol. 81:50-66.

23. Blyth, C. (1995). Redefining the Boundaries of Language Use: The Foreign Language Classroom as a Multilingual Speech Community." In C. Kramsch (Ed.), *Redefining the Boundaries of Foreign Language, AAUSC Issues in Language Program Direction* (pp. 145-182). Boston: Heinle & Heinle.

24. Blyth, C., Recktenwald, S. and Wang, J. (1990). "I'm Like, 'Say What?'": A New Quotative in American Oral Narrative. *American Speech*, 14: 215-227.

•Invited journal articles, book chapters and conference proceedings

1. Blyth, C. (2018). Immersive Technologies and Language Learning. *Foreign Language Annals* 51, 225-232.

1. Blyth, C. (2014). Open Educational Resources and the New Classroom Ecology. *Modern Language Journal* 98, 2: 662-664.

2. Blyth, C. (2013). LCTLs and Technology: The Promise of Open Education. *Language Learning & Technology* 17 (1): 1-6.

3. Blyth, C. (2013.) eComma: An Open Source Tool for Collaborative L2 reading. In A. Beaven, A. Comas-Quinn & B. Sawhill (eds), *Case Studies of Openness in the Language Classroom*, (pp. 32-42). Dublin: Research Publishing.

4. Blyth, C. (2000). Enhancing The Study of Foreign Language With Technology: A CD-ROM and Companion Website for First Year French. In D. Brown (Ed). *Computer Enhanced Learning: 100 Courses at 50 of America's Most Wired Colleges* (pp. 258-260). Boston: Anker Publishing.

5. Blyth, C. (1997). French In Cyberspace. *Discovery: Research and Scholarship at the University of Texas at Austin*, Vol. 14: 42-45.

6. Blyth, C., Kelton, K., and McCormick, C. (1996). Analyzing Student On-line Decision Making in a French Language and Culture Multimedia Program. *CALICO Proceedings*, pp. 6-11.

7. Blyth, C. (1995). C'est bon ça!: Conventionalized Displays of Affect in French. In J. Silberman (Ed.). *Proceedings of the Symposium About Language and Society-Austin,* (pp. 130-42)*. Austin: Dept. of Linguistics, University of Texas.

•**Invited encyclopedia entries**

1. Blyth, C. (2017). Open Educational Resources for Language Learning. In *Encyclopedia of Language, Technology and Education*, Thorne, S. and May, S. (eds). Berlin: Springer-Verlag.

2. Blyth, C. (2013). Open Educational Resources (OER). In *Encyclopedia of Applied Linguistics*, C. Chapelle (ed), (pp.1-5). New York: Wiley Blackwell.

3. Blyth, C. (2012.) Pragmatics of Chat. In *Encyclopedia of Applied Linguistics*, C. Chapelle (ed), 1-5. New York: Wiley-Blackwell.

4. Blyth, C. (2000). Sociolinguistic Competence. M. Byram (Ed.) *Encyclopedia of Language Teaching and Learning.* London: Routledge.

•**Book reviews**

1. 2015. van Compernolle, Rémi A. Sociocultural Theory and L2 Instructional Pragmatics. Bristol: Multilingual Matters. *Modern Language Journal* 99 (2): 615-616.

2. 2015. C. Claudel, C., von Müchow, P., Ribeiro, M., Pugnière-Saavedra, F., and Trégeur-Felten, G. (eds), Cultures, discours, langues: Nouveaux abordages. *Journal of French Language Studies* 25 (3): 445-446.

3. 2009. S. Moirand's Les discours de la presse quotidienne: observer, analyzer, comprendre. *The French Review*, Vol. 82: 680.

4. 2008. A. Caffarel's A Systemic-functional Grammar of French: From Discourse to Grammar. *Modern Language Journal, Vol. 92: 3, pp. 489-490.*

5. 1999. C. Kerbrat-Orecchioni's La conversation. *The French Review*, Vol. 72: 611-612

6. 1996. M. Francard's L'insécurité linguistique dans le monde francophone. *The French Review*, Vol. 70: 358-359.

7. 1995. C. Fidelman's In the French Body. *The French Review*, Vol. 69:192-193.

8. 1994. N. Dorian's Investigating Obsolescence: Studies in Language Contraction and Death. In *Anthropological Linguistics*, 389-392.

9. 1993. J. Bouvier and Ch. Martel's Les francais et leurs langues. *The French*
   a. *Review*, Vol. 67: 176-177.

10. 1992. L. Melis' La voie pronominale. *The French Review*, Vol. 65: 832-833.

11. 1992. R. Mougeon and E. Beniak's Linguistic Consequences of Language Contact and Restriction: The Case of French in Ontario, Canada. *Journal of French Language Studies*, 2: 281-283.

•Software

1. Steinfeld, N. and Blyth, C. (2013). *eComma*. Web-based textual annotation software.

2. Blyth, C., Kelton, K and Eubank. (1996). *Parallèles Interactive*. New York: Prentice-Hall.

•Websites

1. Blyth, C. (2017). (Ed). Foreign Languages and the Literary in the Everyday. http://fllite.org

2. Blyth, C. (2013). (Ed). eComma: A Space for Social Reading. http://ecomma.coerll.utexas.edu/

3. Blyth, C. (2010). (Ed). Foreign Language Teaching Methods: An Online Professional Development Course. http://tltc.la.utexas.edu/methods/

4. Blyth, C., Kelton, K., Eubank, E. & N. Guilloteau. (2004). *Français Interactif*. http://www.laits.utexas.edu/fi

5. Blyth, C., Eubank, E., Kelton, K., Munn, Y., Myers, L., Moore, W., and C. Delyfer. (2000). *Tex's French Grammar: grammaire de l'absurde.* https://www.laits.utexas.edu/tex/

•**Work in progress**

Blyth, C. *Understanding Languaculture: A Multiliteracies Approach.* Language Learning and Language Teaching Series. Amsterdam/Philadelphia: John Benjamins. (publication date: summer 2018).

Blyth, C. & Thoms, J. *Open Education and Foreign Language Learning and Teaching: The Rise of a New Knowledge Ecology.* Under contract, Multilingual Matters. 15 chapters. (Publication date: January 2019).

INVITED LECTURES

2017. "Affordances of Openness." Plenary Talk, Language Educator Symposium, University of Pennsylvania, December.

2017. "From Open Access to Open Education: A New Paradigm for Scholarship." University of Chicago, Mellon Grant Meeting, January.

2015. "Understanding Languaculture: From Language-And-Culture to Language-As-Culture." Columbia University & Yale University, October 29-30.

2015. "Sapir-Whorf Revisited: New Approaches to Languaculture." UC-Davis, Davis Language Center, September.

2014. "Digital Social Reading: Textual Interpretation as Collaborative Activity." Berkeley Language Center Lecture Series, UC-Berkeley, September.

2014. "Language Learning for an Open World: The Global Impact of Open Education." Shared Course Initiative, Yale University, May.

2014 "Preparing Language Teachers to Teach for Intercultural Competence: The Promise of Cultural Linguistics." ICC Conference, CERCLL, University of Arizona, January.

2013. "The Promise of Open Education for the U.S. Foreign Language Capacity." Interagency Language Roundtable, Department of Education, Washington DC, April.

2013. "Open Educational Practices and Higher Education: Open Research and Open Teaching." School of Linguistics and Language Studies. Carleton University, Ottawa, Canada. April.

2013. "The Pedagogical Affordances of Social Reading and Collaborative Annotation." Emory Language Center Lecture Series. Emory University, March.

2012. "The Power of Openness: Improving Open Educational Resources and Language Learning." Plenary talk. Symposium on Advancing Language Education Beyond the Classroom. University of Pennsylvania, December.

2012. "Open Educational Resources and Open Educational Practices for Language Learning." LEARN Workshop, US Dept of Education, UT-Austin, September.

2012. "Open Education, Digital Humanities and Foreign Language Learning." Department of Romance Languages and Literatures. Harvard University, August.

2012. "eComma: How Annotation Facilitates the Collaborative Reading of Foreign Language Texts." "RESET/REBOOT/RECOUP: The New College Language and Culture Studies." Biennial German Language Workshop. UT-Austin, March.

2012. "Open Educational Resources for Foreign Language Learning and Teaching." Plenary talk, TexFlec, UT-Austin, February.

2011. "Assessment for Innovation." The Digital and the Human(ities). Texas Institute of Textual and Literary Studies. UT-Austin, March.

2010. "Digital Humanities: An Emerging Paradigm for Foreign Language Departments." Vanderbilt University, August.

2010. "Collaborative Publishing and Foreign Language Education" Plenary Address, Yale University, Consortium for Language Teaching and Learning, May.

2009. "Advancing Foreign Language Scholarship and Pedagogy Through Open Technology." Plenary Address, Kentucky Foreign Language Conference, April.

2009. "Designing Awareness." UC-Irvine's Symposium on Critical and Intercultural Theory. UC-Irvine, February.

2007. "Cognitive Grammar and Narrative Structure: Approaches and Tasks for Tense/Aspect." Cornell University, February.

2006. "The Naïve Lexicalist Hypothesis Revisited." Foreign Language Speakers Series. Department of Foreign Languages, University of North Texas, November.

2006. "Distinguishing Learner Wants from Learner Needs: The Role of Formative Evaluation." "Pedagogy and Digital Technology," Keynote, NITLE Conference, Wabash College, October.

2006."Graduate School as Socialization: Identity, Ideology and Pedagogy." Graduate Student Organization, Department of French & Italian, Indiana University, April 8th.

2004. "Managing Technological Change: A Survivor's Story." Keynote, WorldCALL, Banff, Alberta, Canada, May.

2003. "Representing Language Use Through Multimedia." Cornell University, Department of Romance Studies and Foreign Language Learning Center, March 1st.

2003. "Teaching Culture in the Digital Millenium." McGraw-Hill Teleconference on Topics in Second Language Acquisition, Oct. 23.

2002. "Parallel Processing." Foreign Language Collaborations and the Web. Consortium for Language Teaching and Learning. University of Pennsylvania, October 11-13.

2002. "Applying Focus on Form Research to Foreign Language Instruction in Higher Education." University of Utah, August 14th.

2002. "Representing Language Use for Foreign Language Learners: Contributions of the Native, the Near-native, and the Non-native." Berkeley Language Center, University of California, Berkeley, April.

2001. "French in Africa." Society for French Historical Studies. University of North Carolina at Chapel Hill, March.

2001. "Advances in Foreign Language Education."The Middle East Language Teachers' Workshop. University of Texas at Austin, February.

2000. "Playing Games With Literacy." Foreign Language Literacies Conference. Brown University, October.

2000. "Design Criteria for Pedagogical Grammars." University of Illinois, Urbana/Champaign, February.

2000. "Armadillos in Cyberspace: The Case of First Year French at the University of Texas at Austin." Tulane University, Post-Millennial Distinguished Speakers Series, January.

1998. "The Role of Grammar Instruction in the Communicative Language Classroom." McGraw-Hill Teleconference, Los Angeles, October.

1998. "Computer Assisted Language Learning: Developing a Research Agenda," Indiana University, Dept. of French & Italian, March.

1993. "Lexical Attrition in Louisiana French." Conference on the Lexicology of Louisiana French, University of Southwestern Louisiana, May.

CONFERENCE PAPERS

2016. "Learner Self-Awareness and Intercultural Communication: A Meta-pragmatic Approach." (with Dale Koike). Intercultural Competence Conference, University of Arizona-Tucson/CERCLL, January.

2015. "The Literary in the Everyday: Teaching Language as Meaning." ACTFL. San Diego, November.

2015. "Open Educational Resources in K-16 Contexts." ACTFL. San Diego, November.

2015. "Open Design for Foreign Language Teaching." CALICO, University of Colorado-Boulder, May.

2014. "The Promise of Social Reading for Foreign Language Learning." ACTFL. ACTFL, San Antonio, November.

2014. "A Metapragmatic Approach to Intercultural Awareness: Gaining a Dialogic Perspective. American Pragmatics Association, UCLA, October.

2014. "Understanding the Rise of Digital Social Reading." Digital Literacies Symposium, CERCLL/University of Arizona, October.

2014. "Open Educational Resources: Digital Materials for Today's Knowledge Ecology." CERCLL/University of Arizona, October.

2014. "Bridging the Print/Digital Divide with Social Reading." Modern Language Association, Chicago, January.

2013. "Open Educational Resources for Spanish and Portuguese." AATSP, San Antonio, July.

2013. "Reads Well With Others: Online Spaces for Social Reading." IALLT, Fort Lauderdale, June.

2013. "Open Education and Foreign Language Learning: A New Paradigm." CALICO, University of Hawaii, May.

2013. "eComma: A Tool for Social Reading." SOCALLT, Texas Christian University, April.

2012. "Open Digital Badges for Foreign Language Professional Development." ACTFL, Philadelphia, November.

2012. "From Stance to Stancetaking: Examining French and American Opinions in Online Discussions." Pragmatics Festival, Indiana University, April.

2010. "Collaborative Publishing and The Future of the Textbook." SOCALLT, April.

2010. "Reading as a Team Sport: How Mass Collaboration Changes Everything." AAAL, Atlanta, March 5-8.

2009. "Collaborative Materials: How Open Education is Redesigning Foreign Language Learning, ACTFL, San Diego, Nov. 19-22.

2008. "Linguistic Role Models and Projective Identities: A Study of Student Awareness of Native vs. Non-Native Speakers." AAAL, Washington, DC. March 28-April 2nd.

2008. "When Students Teach Each Other." NECTFL, NYC, March 27-29.

2007. "A Theory of Fun: Language Play in Language Learning." ACTFL, San Antonio, November 16-19

2007. "Formative Evaluation in the Development of Learner-centered Materials." CALICO Annual Conference, San Marcos, TX, May 25.

2005. "The Role of Study Abroad in the Foreign Language Curriculum." ACTFL, Baltimore MD, November 17-20.

2003. "Discourse Approaches to Foreign Language Learning and Teaching." American Association for Applied Linguistics, Portland OR, May 1-4.

2003. "Teaching Grammar As Discourse." (co-presentor, Stacey Katz). Georgetown University Roundtable, February 15-17.

1999. "Technology, Literacy, and Culture: A New Interdisciplinary Program at the University of Texas." Talk given as part of a special session sponsored by MLA International Bibliography Committee ("Books, Bytes and Teaching: Technological Fixes or Junk Research?"). MLA Convention, Chicago, December.

1999. "The Context of Cyberspace: Locating 'Foreign Culture' on the Internet," Best of CALICO Panel, ACTFL, November.

1999. "The Disagreeable French: Politeness Theory and

Agreement/Disagreement Patterns in French Conversation," Texas Linguistics Circle, UT-Austin, October.

1998. "Technology in Second Language Learning: What Does Research Tell Us?" MLA Annual Meeting, San Francisco, December.

1998. "The Impact of Technology on the Introductory Foreign Language Course: Redefining the Boundaries Between Language Study and Culture Study," American Educational Research Association Annual Meeting (AERA), San Diego, April.

1998. "French on the Internet: What Every French Teacher Should Know."Central Texas AATF, San Antonio, plenary talk, February.

1997. (with K. Kelton). "The Role of Grammar in Communicative French Language Teaching: A Focus on Form and Meaning." AATF/ACTFL, November.

1996. "A Tale of Two Departments: Differing Approaches To Technology In Foreign Language Education. ACTFL/AAUSC, November.

1996. (with K. Kelton). "Implementing a Technology-Based French Curriculum: Software, Hardware and Peopleware Working Together." ACTFL, November.

1996. "R&D: The Role of Research in Foreign Language Multimedia Development." Departmental Colloquium, Dept. of French & Italian, UT-Austin, October.

1996. "Analyzing Student On-line Decision Making in a French Language and Culture Multimedia Program." Computer Assisted Language Instruction Consortium (CALICO-96), May.

1996. "A Discourse Community Behind Bars: Analyzing Language Use in Prison." American Association of Applied Linguists, Chicago, March.

1996. "Parallèles Interactive: A Multimedia Course in French Language and Culture." Le Journal du Multimédia's Symposium on Language Teaching, Paris, January.

1995. "Orality and Literacy in Queneau's Zazie dans le métro." Modern Language Association. Chicago, December.

1995. "Multimedia Approaches to Language Learning." American Council for the Teaching of Foreign Languages, November.

1994. "J'ai Drive à Baton Rouge: Code Mixing and Verbal Inflection in Cajun French." American Association of Teachers of French (AATF), Québec City, July.

1994."Redrawing the Boundaries of Language Use: The Foreign Language Classroom as a Bilingual Community." ACTFL/AAUSC, Atlanta, November.

1994. "C'est bon ça!!: Conventionalized Displays of Affect in French." Symposium on Language and Society, Austin, April.

1993. "The Syntax of Affect: Expressivity of Spoken French." American Association of Applied Linguistics, March.

1992. "Language Teaching and Common Misconceptions about Language." Louisiana Department of Education, Inservice Workshop, April.

1992. "The Historical Present and Tense Switching in French Narrative." Kentucky Foreign Language Conference, Lexington, April.

1992. "Pedagogical Applications of Textlinguistics: Learning How to Use the Passé Composé and the Imparfait." Louisiana Foreign Language Teachers' Association,   Baton Rouge, June.

1991. "The Evaluative Function of Right Dislocations in French Discourse." Milwaukee Linguistics Symposium, November.

1989. "Dislocation and Transitivity in Québécois Discourse." New Ways of Analyzing Variation (NWAV-17), Duke University.

1988. "Say, Go, and Be Like: A Sociolinguistic Study of Verba Dicendi." NWAV-16, Université de Montréal, Montreal.

DISSERTATIONS

2017. Shilpa Parnami. (Foreign Language Education). Intercultural Online Exchange: An Activity Theoretic Approach.

2014. MinJung Park. (Foreign Language Education). Developing Intercultural Competence in Online Communities.

2012. Hoonmil Kim. (Co-chair Davida Charney, Rhetoric & Composition) (Foreign Language Education). The Ecology of Composition: Textual Annotation Tools and Collaborative Feedback for L2 Writing.

2012. Mehrak Shariat. (Co-chair with Brigitte Bauer). Linguistic Politeness in Medieval French.

2012. Beth Henderson. (Co-chair Keith Walters). Bourdieu's Linguistic Market and the Spread of French in Protectorate Morocco.

2011. Kelle Keating. Le Centre Aberdeen: Minority Francophone Discourses and
        Social Space.

2011. Jee Paik. (Co-chair David Birdsong). L2 Emotion Lexicon.

2010. Yichun Yang. (Foreign Language Education). Analyzing Recasts in Native vs.
        Non-native Teacher Discourse.

2007. Nora Megharbi. *A Focus on Form Approach to Teaching Past Tense Aspectual
        Distinctions in French.*

2006. Stephanie Pellet. *The Discourse Marker 'donc' in L2 French.*

2005. King Tong Mak. *The Dynamics of Collocation: A Corpus-based Study of the
        Phraseology and Pragmatics of the Introductory-It Construction.*

2003. Susie Carbon. *A Conversation Analytic Approach to Personal Experience
        Narratives in French Discourse.*

2002. Karen Cody. (co-chair, Keith Walters) *Analyzing Attitudes Towards
        Bilingualism: Texas Spanish and Canadian French.*

2001. Lisa Bland. *Humor, Poetics, and Performance in Verbal Interaction: Examples
        from Italian.*

1998. Agnes Ragone. *An Exploratory Study of Thanking in French and Spanish: Native
        Norms vs. Non-native Production.*

1997. Helen Guillory. *The Effects of Key Word Captions to Authentic French Video in
        Foreign Language Instruction.*

1997. Chris McCormick. (co-chair, Min Liu).*A Case Study of Student Protocols in the
        Development of Foreign Language Learning Software*, Foreign Language
        Education.

MASTERS THESES/REPORTS

2008. Sara Dietz-Stavchansky. *Unmitigated Disagreement among French
Speakers:*
        Re-evaluating Politeness Theory.

2008. Hélène Barbé. *Analyzing L2 Computer Mediated Communication:
        A Pedagogical Hybrid.*

2007. Cory Lyle. *Tense Variation in Second Language Narrative.*

2004. Elizabeth Strong. *Clause combining in French Discourse*.

1999. Nora Megharbi. *A Case Study of the Functions of Code Switching in Four French Classrooms*., August.

1999. Heather Bonikowski. *The Pragmatics of Description: A Comparison of Interlanguage Politeness Strategies in French, Spanish, Italian and English.* French & Italian, May.

1999. Stephanie Pellet. *A Pedagogical Approach to Left Dislocation in Oral French.*. French & Italian, May.

1998. Nicole Duhon. *Cajun French and English in Competition: Stigmatization, Language Shift, and Assimilation in Acadiana.* FL Education, December.

UNDERGRADUATE HONORS THESES
2007. Lydia Eckhoff. "Language Use and Attitudes of Haitian Creole Speakers. Winner of George H. Mitchell Award for Academic Excellence.

2003. Jocelly Guie. L'expression de la compassion en français, en anglais, et en espagnol.

2003. Laïla Kiblawi. Radio Beur: Une analyse des pratiques langagières des adolescents maghrébins en ligne.

2002. Kiel, Anne. La représentation féminine de la langue française dans les universités américaines.

2002. Elizabeth Strong. "Deletion of "ne" in Classroom French Discourse: Towards a Pedagogical Norm."

2000. Alena Machann. A Lexical Study of the Expression "*Salut Public,*" French & Italian.

GRADUATE COURSES AT UT-AUSTIN (1993-2017)
For the Department of French & Italian

FR383N	Introduction to French Linguistics (for Non-linguists)
FR392K	Intercultural Pragmatics
FR392K	Ethnolinguistics
FR392K	Computer Mediated Communication
FR392K	Discourse Analysis
FR392K	Pedagogical Grammar
FR392K	Instructed SLA

FR392K	SLA and Sociolinguistics
FR392K	French Sociolinguistics
FR392K	Contact Linguistics
FR398T	Supervised College Teaching of French & Italian (Methodology)
FR197T	Practicum in College Teaching of French & Italian

For the Department of Linguistics
LIN380S	Introduction to Sociolinguistics

UNDERGRADUATE COURSES AT UT-AUSTIN (1993-2017)
For the Department of French & Italian
FR506-7	First Year French
FR312K	Third Semester French
FR320	Advanced French Grammar and Composition
FR322	Advanced French Conversation
FR330K	French In Cyberspace
FR330K	French and American Cultural Values
FR330K	Gender and the French Language
FR359	French In Its Social Context
FR359	French Text Linguistics
FR364L	Introduction to French Linguistics

PROFFESIONAL SERVICE
National
•Vice President/President Elect, AAUSC, 2018-2020
•Editorial Board, *Intercultural Pragmatics (Mouton de Gruyter) 2015-present*
•Editorial Board, *AAUSC Issues in Language Program Direction 1998-present*
•Series Editor, *AAUSC Issues in Language Program Direction* 2005-2010

•Journal Article Referee
   L2 Journal (2015-present)
   Foreign Language Annals (2017-present)
   Language Learning & Technology (2000-present)
   Modern Language Journal (1999-present)
   Calico Journal (2000-present)
   AAUSC Issues in Language Program Direction (1997-present)
   The French Review (1996-present)
   International Journal of Applied Linguistics (1999, 00, 01)
   Canadian Modern Language Journal (1997, 1999, 2004-present)

•Grant Referee --National Science Foundation (sociolinguistic research: 1994, 1996, 2000, 02, 04)
•Manuscript Reader (pedagogical materials)
   Heinle & Heinle
   McGraw-Hill
   Prentice Hall

Holt, Rinehart & Winston
St. Martin's Press
Nonce Language Consultants
•Technology Consulting Board, *Holt, Rinehart & Winston* (1998-present)
•Institut Français de Washington, Board Member (1998-present)

University of Texas at Austin
•Catalog Committee (2002—2004)
•Informational Technology Advisory Committee (2001-2004, 2008)
•Instructional Technology Services Grants Committee (1999-2004; 2007-present)
•Judge, Center for Instructional Technology, Innovative Use of Instructional Technology
       Awards (1999)
•UT Interactive Participant (1999--present)
•Faculty Fellow, Center for Instructional Technology (1998)
•Graduate Studies Committee, Foreign Language Education (1994-present)
•Fulbright Selection Committee (1995)
•Discussant/Moderator, Symposium About Language and Society-Austin (1994-present)

Department of French & Italian
•Graduate Advisor, French Linguistics (2017-present)
•Assessment Coordinator (2009-present)
•Upper Division Coordinator (2003—present)
•Graduate Admissions and Financial Aid Comm. (2005—present)
•Lower Division French Coordinator (1993-2003)
•Lyon Summer Program Director (1999-2001)
•Executive Committee (1995-present)
•Graduate Studies Committee (1994-present)
•Undergraduate Studies Committee (1995--present)
•Teaching Assistants Committee (1994-2004)
•Lower Division Textbook Committee (1994-present)
•Computers and Technology Committee (1996-present)
•French Placement Exam Coordinator (1994-present)
•Faculty Mentor (1994-present)

PROFESSIONAL AFFILIATIONS
Modern Language Association (MLA); American Association of Applied Linguistics
(AAAL); American Association of Teachers of French (AATF); American Council on
the Teaching of Foreign Languages (ACTFL); Amer. Assoc. of Univ. Supervisors &
Coordinators of Languages (AAUSC)

CURRICULUM VITAE

Jeffrey E. Hanes

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Center for Asian and Pacific Studies
Director
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Tel: (541)346-1521
Fax: (541)346-0802

EDUCATIONAL BACKGROUND:

Ph.D. in History	University of California, Berkeley
	May 1988
M.A. in History	University of California, Berkeley
	June 1978
	Stanford Inter-University Center for Japanese
	Language Studies in Tokyo
	June 1977
A.B. in History	Williams College, Williamstown, MA
	June 1973

ACADEMIC HONORS:

Author and Principal Investigator, as Director of the Center for Asian and Pacific Studies, of eleven major grants (Total $7.1 million): three U.S. Department of Education Title VI East Asia National Resource Center Grants (Program and FLAS, 2014-18: $1.8 million; Program and FLAS, 2010-14: $1.8 million; FLAS Only, 2006-2010: $775,000); five Freeman Foundation Grants (2012-13: $99,000; 2013-14: $99,000; 2014-15: $166,000; 2015-17: $400,000; 2017-19: $400,000); one U.S. Department of State University Partnership in Pakistan award (PI with Co-PI Anita Weiss, 2013-16: $1 million); one U.S. Department of Education Business and International Education collaboration on "Engaging China" with Lillis College of Business (Co-PI with Dean of Business James Bean, 2006-2008: $108,000): and two Japan Foundation grants—the first for the Oregon Japanese Flagship program (Co-PI with Carl Falsgraf, CASLS, 2009-10, $91,000), the second for a Japanese Studies project titled "The Oregon-Vietnam-Japan Exchange and Collaboration" (Co-PI with Tuong Vu, Asian Studies, 2017-20: $295,000).

UO Department of History Brush Fellowship (2011-12; 2012-13).

2011 Research Innovation Award, Discovery and Connection, University of Oregon.

UO Department of History Brush Fellowship (2009-10).

UO Department of History Endeavour Fellowship (2005-2006).

Japanese Ministry of Education Grant from Mukogawa Women's University, Frontiers of Knowledge, Kansai Culture Project (2004-2009).

Freeman Foundation Faculty Research Fellowship (Summer 2000).

National Science Foundation Research Experience for Undergraduates Award (with Dean Risa Palm) (Summer 1997).

Social Science Research Council Research Fellow (1993/1995).

University of Oregon New Faculty Award (Summer 1995).

Japan Foundation Research Fellow, Kyoto, Japan (1994).

George S. and Gladys W. Queen Excellence in Teaching Award in History, University of Illinois (May 1993).

Humanities Released Time, Research Board, University of Illinois (January-May 1993).

AAS/NEAC Travel Grant, Tokyo and Osaka, Japan (Summer 1989).

UC Berkeley Institute of East Asian Studies Graduate Fellowship (1984-85).

Social Science Research Council International Doctoral Research Fellowship, Osaka, Japan (1981-83).

Fulbright-Hays Doctoral Dissertation Abroad Fellowship, Osaka, Japan (1981-82).

Japan Foundation Doctoral Research Fellowship, Japan (1981-82). (declined)

Phi Beta Kappa, Williams College (1973).

A.B., *cum laude*, with Highest Honors in History, Williams College (1973).

ACADEMIC EXPERIENCE:

Associate Professor of History, University of Oregon (2000-present).

Associate in Research, Reischauer Institute, Harvard University (2015- 16)
Director, Title VI East Asia National Resource Center (2010-14; 2014-18).

Director, Center for Asian and Pacific Studies, University of Oregon (2003-06).
Reappointed for second, third, fourth, and fifth terms, 2006-09, 2009-12, 2012-15,
and 2015-18).

Visiting Associate Professor of History, Stanford University (Jan.-June 2002).

Assistant Professor of History, University of Oregon (1993-2000).

Assistant Professor of History and East Asian Studies, University of Illinois at
Urbana Champaign (1989-93).

Assistant Professor of History, Loyola Marymount University (1988-89).

Visiting Assistant Professor of History, University of Illinois at Urbana-
Champaign (1987-88).

Assistant Professor of History, University of North Florida (1985-87).

Associate in History, University of California at Berkeley (Summer 1985).

Visiting Assistant Professor of History, University of Oregon (1984).

PUBLICATIONS:

*Capital of Water, Capital of Smoke: The Production and Consumption of Urban
Space in Osaka* (book manuscript, in process) and *Envisioning Cities: Urban
Planning Ideas in Modern Japan* (book manuscript, in process).

Shutai toshite no Toshi (Japanese translation of *The City as Subject*), with a
Preface by Miyamoto Ken'ichi (Tokyo: Keisô Shobô, 2007).

Image and Identity: Rethinking Japanese Cultural History, eds. Jeffrey E. Hanes
and Hidetoshi Yamaji (Kobe: Kobe University, 2005). Two essays by Hanes: the
"Introduction" to the collection and "Osaka versus Tokyo: The Cultural Politics
of Local Identity in Modern Japan."

The City as Subject: Seki Hajime and the Reinvention of Modern Osaka
(Berkeley: University of California Press, 2002).

"Aural Osaka: Listening to the Modern City." In *Music and Modernity in Prewar Japan: Osaka and Beyond*, eds., Hugh deFerranti and Alison Tokita (Surrey: Ashgate, 2013)

"Progressivism for the Pacific World: Urban Social Policymaking in Modern Osaka." *City, Culture and Society*, 3, No. 1 (March 2012).

"The Tyranny of Progress: Rethinking Urban Reform." *Seisaku kagaku* (Policy Science) Vol. 3 (2008), 1-11.

"Pacific Crossings? Urban Progressivism in Modern Japan." In *Another Global City: Historical Explorations into the Transnational Muncipal Moment, 1850-2000,* eds. Pierre-Yves Saunier and Shane Ewen (New York: Palgrave Macmillan, 2008), 51-68.

."Urban Planning as an Urban Problem: The Reconstruction of Tokyo after the Great Kanto Earthquake." *Seisaku kagaku* (Policy Science), 7, no. 3 (March 2000), 123-137.

Co-authored with Risa Palm. "Can Japan and the U.S. Share Earthquake Mitigation Policies?" In *Proceedings of the 6th Japan/United States Workshop on Urban Earthquake Hazard Reduction*, ed. Earthquake Engineering Research Institutue (Oakland, CA,: EERI, 1999).

"Media Culture in Taisho Osaka." In *Japan's Competing Modernities: Issues in Culture and Democracy, 1900-1930*, ed. Sharon Minichiello (Honolulu: University of Hawai'I Press, 1998), 267-287.

"Earthquake Hazard Mitigation and Urban Planning in Japan: Historical Lessons, Cultural Constraints, Future Prospects." In *Proceedings of the 5th Japan/United States Workshop on Urban EarthquakeHazard Reduction: Recovery and Reconstruction from Recent Earthquakes,* ed. Earthquake Engineering Research Institute (Oakland, CA, EERI, 1997).

"Contesting Centralization? Space, Time, and Hegemony in Meiji Japan." In *New Directions in the Study of Meiji Japan*, ed. Helen Hardacre (Leiden: E.J. Brill Publishers, 1997), 485-495.

"Taishû bunka/ka'i bunka/minshû bunka: senkanki no Nihon no toshi ni okeru kindai seikatsu" (Mass Culture/Subcultures/Popular Culture: Modern Life in Interwar Urban Japan). In *Toshi no kûkan/toshi no shintai* (Urban Space/Urban Body), ed. Yoshimi Shunya (Tokyo: Keisô Shobô, 1996), 91-136.

"Advertising Culture in Interwar Japan." *The Japan Foundation Newsletter*, XXIII, no. 4 (January 1996), 8-12.

"From Megalopolis to Megaroporisu." *Journal of Urban History*, 19, no. 2 (February 1993), 56-94.

"The 'Edo Boom'." *Urban History Newsletter* (1990).

"Seki Hajime and the Making of Modern Osaka" (PHD Dissertation, University of California at Berkeley, 1988).

TRANSLATIONS AND ESSAYS:

"Tokyo and Beyond: Space and Place in Urban Japan" (review essay). *Journal of Urban History* (September 2016).

Ken'ichi Miyamoto, "Japanese Environmental Policy: Lessons from Experience and Remaining Problems" (translation). In *Japan's Natural Legacies*, eds. Brett Walker, Julia Thomas, and Ian Miller (Honolulu: University of Hawai'i Press, 2013).

"What's in a Zemi." In *Zaisei gaku sanpo* (Promenade on Public Finance), 19 (2009).

Ken'ichi Miyamoto, "Globalization and Urban Policy" (translation). *Seisaku kagaku* (Policy Science), 7, no. 3 (March 2000), 23-37.

Ken'ichi Miyamoto, "Confronting East Asia's Environmental Problems: The Pivotal Role of NGOs" (translation). Public Address, Director of the Japan Environmental Council (1994).

REVIEWS AND ENCYCLOPEDIA ENTRIES:

Exhibit Review: "Design and Disaster: Kon Wajiro's Modernolgio" for *Journal of Architectural Education,* August 2014 (http://www.acsaarch.org/publications/journal-of- architectural-education)

Review of Jordan Sand, *House and Home in Modern Japan* for the *Journal of Japanese Studies* (2005).

Review of David Leheny, *The Rules of Play* for the *Journal of Asian Studies* (February 2005).

"Osaka." In *The New Book of Knowledge* (Scholastic, 2004).

Review of Harry Harootunian, *Overcome by Modernity* for the *American Historical Review,* (2003).

"The Concept of Megalopolis." In *American Cities and Suburbs: An Encyclopedia*, ed. Neil Larry Shumsky (ABC-Clio, 2000).

"Yamamoto Isoroku." In *World Book Encyclopedia* (1999).

Review of Brian Moeran, *A Japanese Advertising Agency: An Antrhopology of Media and Markets* for the *Journal of Asian Studies,* 57:2 (May 1998).

Review of Edward Fowler, *San'ya Blues: Laboring Life in Contemporary Tokyo* for *Monumenta Nipponica*, 52:4 (Winter 1997).

Review of Takahashi and Yoshida, *Zushû: Nihon toshi-shi* in *Monumenta Nipponica*, 50:2 (Summer 1995).

Review of Miyoshi and Harootunian, eds., *Japan in the World* in *The Historian* (Summer 1995).

Review of Jennifer Robertson, *Native and Newcomer* in *Pacific Affairs* (Summer 1994).

Review of Tetsuo Najita, *Visions of Virtue in Tokugawa Japan* in *Pacific Affairs* (Spring 1988).

RECENT CONFERENCES AND COLLOQUIA:

Chair panel on "Oregon-Vietnam-Japan Exchange and Collaboration" Japan Foundation project (Asia Pacific Conference, Beppu, Japan, November 2017).

"Welcome to Washington Heights: America Towns and Americanization in Occupied Japan." (University of British Columbia, January 2017).

"Electrifying Urban Life: Industrial Design in the Modern Japanese City." (Association for Asian Studies, Seattle, April 2016).

Discussant for Workshop on "Tokyo: Infrastructure and Environment" for Dedicated issue of *Journal of Urban History* (Reischauer Institute, Harvard University, December 2014).

Discussant for Panel on "Tokyo: Infrastructure and Environment" (American Historical Association, Washington, D.C., January 2014).

"Tradition and Modan-ity." Portland Community College (Portland, Oregon, April 2013).

"Doing Business in Japan." Four lecture Japan module for BE 610 (Global Business Environment. LCB and Global Oregon (March-April 2013).

Discussant for Panel on "Kyoto's Modern Revolution" (Association for Asian Studies, Toronto, Canada, March 2012)

"Seki Hajime: Principles into Practices" (Hitotsubashi University, Tokyo, Japan, February 2012)

"Seki Hajime and Social Policy in Osaka" (Osaka City University, Osaka, Japan, January 2012)

"Urban Space and Urban Identity: The Culture(s) of Modern Osaka" (East Asian Studies Center, Indiana University, February 2010).

"Postwar Japanese Urban Culture" (Northwestern University, February 2010).

"Aquapolis" (Aqua Metropolis International Symposium, Rihga Royal Hotel, Osaka, Japan, September 2009).

"Topophilia: The Cultural Space(s) of Interwar Osaka" (Keynote Address for the Symposium on Music and Modernity in Interwar Osaka, International Research Center for Japanese Studies, Kyoto, Japan, December 2008).

"The Architecture of Progress: Public Buildings and Planning in Modern Osaka" (IXth International Conference on Urban History, Lyon, France, August 2008).

"Osaka versus Tokyo" (Japan Week Spokane, Mukogawa University Fort Wright Campus, April 2008).

"The Tyranny of Progress: Rethinking Urban Reform" (School of Policy Science, Ritumeikan Unversity, Kyoto, Japan, December 2007).

"From the Capital of Smoke to the Livable City" (Keynote address to the Japan Society for Medical History, Osaka, Japan, April 2007).

Commentator at Osaka City University Urban Research Plaza International Symposium on the "Urban Images of the 21st Century" (Osaka City University, Osaka, Japan, December 2006).

"Space and Place in Modern Japan" (Japan Centre, The Australia National University, Canberra, Japan, December 2006).

"The Production of National Space in Modern Osaka." (Mellon-NU City and Nation in 20th Century East Asia Conference, Northwestern University, October 2006.

Chair and Discussant for Panel on "Exhibiting Ueno: Spaces of Enlightenment In Modern Tokyo (Association for Asian Studies, San Francisco, April 2006).

"Osaka versus Tokyo" (Los Angeles-Osaka Comparative Research Project, University of Southern California, Los Angeles, October 2005).

"Creative Destruction in the Capital of Smoke" (NSF-sponsored conference on "Spaces of Struggle, Big Sky and Butte, Montana, September-October 2005).

"Imperial Capital and Industrial Capital: The Spatialization of Empire and Nation Nation" (Association for Asian Studies, Chicago, IL, April 2005).

Chair and Discussant for Panel on "Interactions between Minorities and Majorities in Contemporary Japan" (Western Conference of the Association for Asian Studies, Seattle, October 2004)

Discussant for Panel "Cityscapes and Modernity in Asia: Bangkok, Xiamen, and Tokyo" (Asian Studies Conference Japan, Tokyo, June 2004).

Designing the 'Livable City': Seki Hajime and his Progressivist Legacy" (Kobe University, June 2004).

Seki Hajime and the Production of Modern Urban Space in Osaka" (Osaka City University, June 2004).

Osaka versus Tokyo." (Mukogawa Women's University, June 2004).

Social Economics for the Industrial (and Post-Industrial) Age: The Progressivist Legacy of Seki Hajime" (Osaka University, May 2004).

"Osaka versus Tokyo: The Politics of Regional Identity in Modern Japan" (Harvard University, Cambridge, MA, February 2004).

Chair and Discussant for Panel on "Japanese Border Histories and Transnational Contexts" (Western Conference of the Association for Asian Studies, Tempe, AZ, October 2003).

"On *The City as Subject* (Shiga University, Hikone, Japan; Ritsumeikan University, Kyoto, Japan; and the Edo-Tokyo Forum, Tokyo, Japan, as invited speaker, November 2002).

"Osaka versus Tokyo: Regional Identity in the Age of the Nation-State" (Kobe University, November 2002; Oregon Consortium for Asian Studies, Portland, OR, February 2003).

"Production and Consumption of Urban Space in Modern Osaka" (Urban Spatial Theory workshop, Sendai, Japan, November 2002; Western Conference for the Association for Asian Studies, Provo, Utah, September 2002).

"Life in the Ashes" and "Americans and Americanization" (Freeman Foundation Summer Seminar, University of Colorado, Boulder, CO, August 2001).

"Osaka-ism" (University of California, Santa Barbara, February 2001).

"Advertising Culture in Interwar Japan" (Duke University, Durham, NC, December 2000).

"Osaka-ism: Urban Identity as an Invented Tradition" (Asian Studies on the Pacific Coast conference, Eugene, June 2000). Panel Organizer and Presenter.

"Urban Life in the Capital of Money: The New Middle Class of Interwar Osaka" (Association for Asian Studies, San Diego, CA, March 2000). Panel Organizer and Presenter.

"De-Exoticizing Jpaan" (Asia-Pacific Conference on the Formation of a Regional Network for Higher Education and Research, PSU/Waseda Universitiies, Portland, OR, October 1999).

Chair and Discussant for Panel "Contesting Japan's National Cultural Identity: Three Postwar Discourses" (Western Conference of the Association for Asian Studies, Boise, ID, September 1999).

"The Modern Identity of Osaka" (International Conference on "Moving Boundaries of Everyday Life," Seikei University, Tokyo, July 1999).

"Producing the Modern Social Body: Family Portraiture in Meiji Japan" (Yale University, New Haven, CT, April 1999).

"A Tale of Two City: Osaka and the Metropolitan Gaze" (UO/Lewis & Clark Ford Foundation Faculty Retreat, Portland, OR, March 1999).

"Can the U.S. and Japan Share Earthquake Disaster Mitigation Policies?" (6th Annual Japan/US Workshop on Urban Earthquake Disaster Reduction (Kobe, Japan, January 1999).

"Interwar Advertising Culture" (University of Illinois, Champaign-Urbana, IL, December 1998).

"Planning the City and Plotting Urban Progress" (International Workshop on Moving Boundaries and Everyday Life" (Seikei University, Tokyo, Japan, July 1998).

"The Limits of Planning" (for panel on "Urban Disasters and Urban Planning in Modern Japan" at International Convention of Asia Scholars, Noordwijkerhout, The Netherlands, June 1998). Panel Organizer and Presenter.

"Tsuji Katsumi's Advertising Museum: The Fusion of Art and Commerce in Modern Japan" (Center for Japanese Studies at University of California at Berkeley Conference on "Material Japan: Things and Culture," Berkeley, May 1998).

"Courting Disaster: Earthquakes on the Urban Archipelago" (UO Freeman Foundation Lecture Series on "Confronting Japan," Bend, Portland, and Eugene, OR, April 1998).

"Giant Catfish and Combustible Houses" (Southern Califronia Japan Seminar, UCLA, Los Angeles, CA, April 1998).

"Urban Planning as National Progress: The Reconstruction of Post-Earthquake Tokyo" (for "Competing Modernities in Twentieth Century Japan" Conference, Part II, San Diego, CA, February 1998).

"Meiji Materialism" (for UO Museum of Art Exhibit on "Imaging Meiji: Emperor and Era" (UO Museum of Art, Eugene, February 1998).

Chair for Panel on "Disasters of the Eighteenth Century: Responses to Plague, Famine, and Earthquake (American Historical Association, Seattle, WA, January 1998).

THOMAS M. SAUER

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PROFESSIONAL EXPERIENCE

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SENIOR ASSOCIATE FOR PROFESSIONAL DEVELOPMENT
August 2017 - present

National Foreign Language Center, University of Maryland (College Park, MD)
Design professional development resources and programs to support STARTALK programs and other NFLC partners.

EDUCATIONAL ENTREPRENEUR
August 2013 – October 2017

LearningShifts – self-employed (Lexington, KY)
Conducted workshops, webinars and other professional development training for over 100 school districts, universities and other educational organizations.

DIRECTOR OF DESIGN & COMMUNICATIONS
August 2013 – February 2017

The Partnership to Advance Learning (Memphis, TN)
Developed and implemented design strategies (educational design, professional development design, resource design) for non-profit educational organization.

LEARNING & INNOVATION SPECIALIST
August 2013 – July 2014

Fayette County Public Schools Learning (Lexington, KY)
Collaborating with district staff to identify and design innovation programs including the district's first STEAM high school.

DISTRICT WORLD LANGUAGE CONTENT SPECIALIST
August 2012 – July 2013

Fayette County Public Schools Learning (Lexington, KY)
Guiding and supporting almost 100 teachers in developing resources and implementing a performance-based program.

DISTRICT WORLD LANGUAGE CONTENT SPECIALIST
August 2005 – July 2012

Jefferson County Public Schools Learning (Louisville, KY)
Guiding and supporting almost 200 teachers in developing resources and implementing a performance-based program.

DISTANCE LEARNING GERMAN TEACHER / TUTOR COORDINATOR
August 1999 – August 2005

Kentucky Educational Television (Lexington, KY)
Developed distance learning German courses (levels 1-3) via television and web. Supervised team of tutors to provide telephone tutoring support.

STUDY ABROAD FACULTY
July 2004

Kentucky Institute for International Studies (Bowling Green, KY)
Taught two courses to students participating in study abroad program in Munich, Germany.

ADJUNCT FACULTY
August 2003 – May 2005

Georgetown College, (Georgetown KY)
Taught beginning and intermediate German language and culture courses.

ADJUNCT FACULTY
August 2002 – May 2003

University of Kentucky (Lexington, KY)
Taught beginning and intermediate German language and culture courses.

EDUCATION

MASTER OF ARTS 2008	**Bellarmine University (Louisville, KY)** Instructional Leadership & School Administration
MASTER OF ARTS 2001	**University of Kentucky (Lexington, KY)** Germanic Languages and Literatures
BACHELOR OF ARTS 1999	**University of Kentucky (Lexington, KY)** Foreign Languages & International Economics

LEADERSHIP EXPERIENCE

STAR TALK EDITORIAL BOARD 2015-2017	**National Foreign Language Center**
STAR TALK ADVISORY BOARD 2012-2017	**National Foreign Language Center**
BOARD OF DIRECTORS 2012-2014	**American Council on the Teaching of Foreign Languages**
CONVENTION CHAIR 2013	**American Council on the Teaching of Foreign Languages**
EXECUTIVE BOARD 2003-2012	**Kentucky World Language Association**
WORLD LANGUAGE TASK FORCE 2011	**Kentucky Educational Professional Standards Board**
EXECUTIVE BOARD 2007-2010	**Central States Conference on the Teaching of Foreign Languages**
EXECUTIVE BOARD 2006-2010	**National Association of District Supervisors of Foreign Languages**
PRESIDENT 2005-2008	**Kentucky World Language Association**
LEADERSHIP PROGRAM 2005-2006	**Central States Conference on the Teaching of Foreign Languages**
KEY LEADER MISSION TRIP TO CHINA 2006	**Kentucky World Trade Center**
ADVISORY COUNCIL 2004-2010	**Central States Conference on the Teaching of Foreign Languages**
WORLD LANGUAGE TASK FORCE 2006-2007	**Kentucky Council on Post-Secondary Education**

GRANT EXPERIENCE

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2016

EPIC Resources for Reflective Teachers
Co-wrote and co-directed $90,000 infrastructure-building grant creating exemplars of effective learning strategies.

2015

Building the STARTALK Legacy: Teachers Mentoring Teachers
Co-wrote and co-directed $90,000 federal grant implementing online professional learning program

2014

Developing Resources for STARTALK Teacher Programs
Co-wrote and co-directed $90,000 federal grant creating exemplars of effective learning strategies.

2014

Advancing Learning through the next generation of teacher leaders
Co-wrote and co-directed $90,000 federal grant for teacher leader development.

2013

FCPS-STARTALK Chinese Summer Program
Wrote and directed $87,000 federal grant creating a Chinese summer institute.

2012

Crane House Chinese Language Institute
Wrote and consulted $87,000 federal grant creating a Chinese summer institute.

2011

Crane House Chinese Language Institute
Wrote and consulted $90,000 federal grant creating a Chinese summer institute.

2011

STARTALK: Connecting and Collaborating with the Arab World
Wrote and consulted $84,000 federal grant creating an Arabic summer institute.

2010

Crane House Chinese Language Institute
Wrote and consulted $89,000 federal grant creating a Chinese summer institute.

2008-2010

Kentucky World Language Teacher Network Grant
Co-wrote and co-directed $230,000 state grant creating end-of-course assessments.

2010

Crane House Chinese Language Institute
Wrote and consulted $98,000 federal grant creating a Chinese summer institute.

2008

Chinese Language and Culture: A Field of Arts
Wrote $92,000 state grant creating an integrated Arts and Chinese language program.

2008

jumpstart: Summer Language Institute for Chinese
Wrote and consulted $95,000 federal grant creating a Chinese summer institute.

2008

New Horizons: Expanding the Vision
Wrote and directed $450,000 federal grant to introduce Chinese in 15 schools.

2005

Bringing the Vision into Focus
Directed last year of a $500,000 federal professional development grant.

PUBLICATIONS

2018 — **The STARTALK Community: Developing World Language Teachers Through Principles and Practice.**
The Language Educator. American Council on the Teaching of Foreign Languages.

2017 — **NCSSFL-ACTFL Can-Do Statements.**
American Council on the Teaching of Foreign Languages.

2016 — **Let's Learn Together: Putting Teachers in the Driver Seat of their Professional Growth.**
The Language Educator. American Council on the Teaching of Foreign Languages.

2015 — **Principles of Effective World Language Programs**
National Association of District Supervisor of Foreign Languages

2014 — **Empowered Educators: When the Teacher becomes the Learner.**
The Language Educator. American Council on the Teaching of Foreign Languages

2011 — **21st Century Skills Map: World Languages.**
Partnership for 21st Century Skills.

2005 — **Creating A Model World Language System for Kentucky's Students.**
Kentucky World Language Association.

2004 — ***Kultur* Activities**
Deutsch: Na klar!: An Introductory German. McGraw Hill

ONLINE PUBLISHING

2015-present — **Path 2 Proficiency**
www.path2proficiency.org. Self-published editor of blogging community.

2011 & 2014 — **Teacher Effectiveness for Language Learning Project**
www.TELLproject.org. Self-published framework and support materials.

SELECTED WORKSHOPS

2015 — **Proficiency and Literacy: Language Learning and the Common Core.**
Series of three face-to-face and online workshops for the Delaware Department of Education, Dover, DE.

2014-2015 — **Taking the Guessing Out of Assessing.**
Various invited workshop locations including Arlington ISD, TX, Fort Worth ISD, TX, and Williamson County Public Schools, TN.

2013-2016	**Proficiency 101: Giving Students a Can-Do Attitude for Language Learning.**
	Various locations including: Delaware Department of Education, Dover, DE, Palo Alto Unified School District, Palo Alto, CA
2011	**Preparing, Advancing & Supporting Student Learning – The Teacher Effectiveness for Language Learning (TELL) Project.**
	invited workshop for National Council of State Supervisor of Foreign Languages (NCSSFL); Denver, CO & Startalk Spring Conference, Albuquerque, NM
2011	**Personalized Learning for the iGeneration.**
	Edison Township Public Schools, Edison, NJ; Glastonbury Public Schools, Glastonbury, CT; Red Clay Consolidated School District, DE
2009-2010	**Be(coming) a Digital Citizen: Learning in Classroom 2.0.**
	Kentucky World Language Association, Lexington, KY; Central States Conference, Minneapolis, MN; Northeast Conference on the Teaching of Foreign Languages.
2004-2006	**Blogging - A New Pathway to Writing in the 21st Century.**
	Massachusetts Foreign Language Association, Sturbridge, MA; Central States Conference, Columbus, OH; Kentucky Teaching and Learning Conference, Louisville, KY.

SELECTED PRESENTATIONS ···

2015	**The Time is Now: Answering the Tough Questions.**
	Keynote speaker. Southwest Conference on Language Teaching. Denver, CO.
2015	**Connecting the Dots: What a Can-do Can Do for Your Students.**
	American Council on the Teaching of Foreign Languages (ACTFL) Convention, San Diego, CA
2014	**Building Your PERA Portrait.**
	Keynote speaker. Illinois Council on the Teaching of Foreign Languages (ICTFL), Chicago, IL
2015	**Advocate, Communicate, Educate.**
	Keynote speaker. Hawaii Association of Language Teachers (HALT) Conference; Honolulu, HI
2013	**Are you Connected?**
	Keynote speaker. Connecticut Council on Language Teaching (CtCOLT)
2010	**The Lost "C": The Communities Goal Area.**
	Invited plenary speaker. American Council on the Teaching of Foreign Languages (ACTFL) Convention; Boston, MA
2009	**Be(coming) a Digital Citizen: Learning in the 21st Century.**
	Keynote for National Association of District Supervisors of Foreign Languages Annual Meeting, San Diego, CA

AWARDS

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SUPERVISOR OF THE YEAR 2011	National Association of District Supervisors of Foreign Languages
GLOBAL VISIONARY AWARD 2010	World Affairs Council of Kentucky and Southern Indiana

MEMBERSHIPS

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2003-2018	American Council on the Teaching of Foreign Languages
2014-2016	Association for Supervision and Curriculum Development
2000-2017	Kentucky World Language Association
2005-2018	National Association of District Supervisors of Foreign Languages
2016-2018	National Network of Early Language Learners
1999-2006, 2017-2018	American Association of Teachers of German

Robert L. Davis

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Education

Ph. D. in Linguistics, 1991
University of North Carolina at Chapel Hill
Dissertation: *Allomorphy in Spanish*

M.A. in Linguistics, 1987
University of North Carolina at Chapel Hill
Thesis: *Diphthongization in Spanish*

B.A. in Spanish Literature, with honors, 1983
University of Southern Mississippi
Thesis: *Problems in Translation: The* Rimas *of Gustavo Adolfo Bécquer*

Employment

University of Oregon

> Professor (2012-present), Dept. of Romance Languages

> Associate Professor (1997-2012), Dept. of Romance Languages

> Assistant Professor (1991-1997), Dept. of Romance Languages

> Scholar in Residence (2012-2014), Global Scholars Hall

> Director of Language Instruction, Dept. of Romance Languages (2007-present)

> Director of the Spanish Language Program, Dept. of Romance Languages (1991-2007)

Spanish School, Middlebury Language Schools

> Professor (2004-2014, 2016-2017)

> Associate Director, Middlebury at Mills Spanish School (California) (2009-2014)

> Assistant Director (Vermont) (2005-2008)

Publications

Books/Instructional Materials

Mar, A., **R.L. Davis**, M. Sloan, and G. Watson-López (2016) *EntreCulturas: Communicate, Explore, and Connect Across Cultures* (Book 1). Freeport ME: Wayside Publishing.

Davis, R.L., A. Mar, and L. Zinke (2009) *El agua es vida*. Advanced Placement Curriculum Unit, College Board.

Ramos, A. and **R.L. Davis** (2008) *Portafolio: Introduction to Language and Culture.* San Francisco: McGraw Hill.

Curland, D., **R.L. Davis**, and L. Verano (2005) *Hispanidades: España, La primera hispanidad*. McGraw Hill.

Curland, D., **R.L. Davis**, F. Lomelí (2005) *Hispanidades: Latinoamérica y los Estados Unidos*. McGraw Hill.

Davis, R. L., J. Siskin and A. Ramos (2000, second edition 2004) *Entrevistas: An Introduction to Language and Culture.* San Francisco: McGraw Hill.

Davis, R. L. (1996) Testing Program for *Fuentes*, Intermediate Spanish Program. Boston: Houghton Mifflin and Co.

Davis, R. L. and M. Losada (1995, second edition 2001) *Tertulia: Advanced Conversation Skills in Spanish.* Cengage (formerly Holt, Rinehart and Winston).

Articles/Chapters (peer-reviewed)

Holguín Mendoza, C. and **R.L. Davis** (forthcoming) La pedagogía crítica y las ciencias sociales: estrategias para empoderar a estudiantes de español como lengua de herencia y de L2. *Hispania*.

Hardwick, S. and **R.L. Davis** (2009) Content-Based Language Instruction: A New Window of Opportunity in Geography Education. *Journal of Geography* 108 (4-5):163-173.

Davis, R.L. (2007) MOSAIC: Content-based Instruction in Spanish. In C. Falsgraf (ed.), *NETS•S Curriculum Series: Second Language Units for Grades 9–12*. Eugene, OR: International Society for Technology in Education, pp. 61-105.

Davis, R. L. (1997) Group Work is NOT Busy Work: Maximizing Success in Group and Pair Activities in the L2 Classroom. *Foreign Language Annals* 30 (2), 265-279.

Siskin, J., M. Knowles and **R. L. Davis** (1996) "Le français est mort; vive le français!" Rethinking the function of French. 35-69 in J. Liskin-Gasparro (ed.), *Patterns and Policies: The Changing Demographics of Foreign Language Instruction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.

Siskin, J. and **R. L. Davis** (1996) Authentic Documents Revisited: Teaching for Cross-cultural understanding. 1-18 in E. Spinelli (ed.), *Creating Opportunities for Excellence Through Language Teaching,* Report of Central States Conference. Lincolnwood IL: National Textbook Company.

Davis, R. L. and J. Siskin (1994) "I Can't Get Them to Talk": Task Content and Sequencing in the Advanced Conversation Class. 39-53 in G. Crouse (ed.), *Meeting New Challenges in the Foreign Language Classroom*, Report of Central States Conference. Lincolnwood IL: National Textbook Company.

Davis, R. L. and J. Turner (1993) After the Classroom Visit: A Model for the Training of Peer Supervisors. 201-222 in D. Benseler (ed.), *The Dynamics of Language Program Direction*, American Association of University Supervisors and Coordinators (AAUSC) Issues in Language Program Direction, A Series of Annual Volumes. Boston: Heinle & Heinle.

Technology projects

Holguín Mendoza, C., **R.L. Davis**, M. Cabal Jiménez, K. León-Howarth (2017) Empowering Learners of Spanish. Open Educational Resource, https://sites.google.com/a/cas.uoregon.edu/els/home.

Davis, R.L. (2005) (editor and project co-director) MOSAIC: Linking Languages and Content. http://casls.uoregon.edu/mosaic.

Davis, R.L., (ed.) (2003) Classpak: On-line tools for teachers of Spanish. (http://teacher.classpak.net; login: user=rldavis, password=1234). Eugene, OR: Language Learning Solutions.

Davis, R. L. (2003) Reading Lesson Builder (in ClassPak, http://teacher.classpak.net; login: user=rldavis, password=1234). Eugene, OR: Language Learning Solutions.

Davis, R. L., J. Siskin and A. Ramos (2000) Interactive CD-ROM to accompany *Entrevistas: Introduction to Culture and Language in Spanish*. San Francisco: McGraw Hill.

Reviews

Davis, R. L. (2006) Review of *Juntos: Community Partnerships in Spanish and Portuguese* (J. Hellebrandt and L. Varona, eds.), AATSP Professional Development Series Handbook for Teachers K-16. *MLJ* pp. 448-449.

Other (not peer-reviewed, professional newsletters, etc.)

Losada Friend, María and **R.L. Davis** (2010) Lecturas en inglés y unidades didácticas para centros bilingües. In Fonseca Mora, M.C., M. Losada Friend, and A. Sánchez Carrasco (eds.) *Aprendizaje de contenidos en inglés*. Badajoz, Spain: Editorial @becedario, pp. 171-216.

Davis, R.L. (2006) Chinese, the New Spanish? *LINGO* (Pacific Northwest Conference on Foreign Languages), 7 (2), 1-2.

Davis, R.L. (2003) Language Teachers, Generals, and Fat Cats: Strange Bedfellows? *LINGO* (Pacific Northwest Conference on Foreign Languages), 6 (1), 1-2.

Davis, R. L. (1990) Phonetics, Chapter 2 in Marantz, Alec, *LINGUISTICS 30: Course Materials*. Chapel Hill NC: UNC Center for Teaching and Learning.

Invited workshops and talks

• Hacks for language and culture study: What do students really learn on study abroad? Keynote address, World Language Institute, University of Virginia, October 27, 2018.

• From 'teaching culture' to 'interculturality': Implications for internationalization and study abroad. Keynote address at the 2017 International Week of the University of Huelva (Spain), 24 April 2017.

• New directions in teaching Spanish as a heritage language (with Claudia Holguín Mendoza). One-hour presentation at the language centers of Yale University (April 15, 2015) and Columbia University (April 17, 2015).

• Principles of second-language teaching, Teaching Reading, Scaffolding L2 instruction. Fourteen hours of seminar in the graduate course Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. U Huelva (Spain), March 18-25, 2015.

• Teaching Grammar, Teaching Culture, Scaffolded instruction, Assessment. Twelve hours of seminar in the graduate course Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. U Huelva (Spain), March 19-25, 2014.

• Culture at the Core: Motivating Students through Content. 7-hour invited workshop at the 2013 spring conference of the Montana Association for Language Teachers, Big Sky MT, April 5, 2013.

• La enseñanza de L2 por contenidos. 1.5-hour invited presentation in the II curso internacional de metodología para la didáctica de segunas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- La tecnología en ELE y tipos de materiales apropiados. 1.5-hour invited presentation in the II curso internacional de metodología para la didáctica de segunas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- Actualidad de la enseñanza de ELE en países de habla no hispana. Roundtable participant, II curso internacional de metodología para la didáctica de segunas lenguas. Universidad de Alicante (Spain), March 30, 2012.

- Scaffolded instruction, Assessment, Teaching Vocabulary. Ten hours of seminar in the graduate course Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. U Huelva (Spain), March 19-26, 2012.

- Scaffolded instruction: Making learning accessible to all learners; Teaching vocabulary; "¡Me gustan los exámenes!" Assessment as a motivational tool for L2 learning. Three invited three-hour workshops for the Masters in English Philology. Universidad de Huelva, March 17-21, 2011.

- Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas. Invited six-hour workshop for the Masters in English Philology, Universidad de Huelva, March 22-25, 2010.

- Developing Reading Abilities. Invited nine-hour workshop for the Servicio de Formación del Profesorado, Innovación Docente, Universidad de Huelva, March 22-25, 2010.

- Is culture really at the core of your L2 class? Invited two-hour workshop, Portland Community College, Portland OR, February 27, 2009.

- Reverse Design: The power of assessment in student motivation and accountability. Invited two-hour workshop, Dept. of Modern Languages, Wichita State University, August 18, 2008.

- Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas L2. Invited eight-hour workshop for the Doctorado en Enseñanza de lenguas y canon literario occidental (Bienio 2006-2008), Universidad de Huelva, March 11-14, 2008.

- Reading and Content-based Instruction. Invited six-hour workshop for the Máster en Docencia Universitaria, Universidad de Huelva, March 5-6, 2008.

- Using Writing to Improve Student Motivation. Invited 2.5-hour workshop presented at the School of International Letters and Cultures, Arizona State University, February 1, 2008.

- Vocabulary Acqusition. One-hour keynote/workshop at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.

- Reading and Content-based Instruction. Invited twelve-hour workshop for the Máster en Docencia Universitaria, Universidad de Huelva, March 6-8, 2007.

- Nuevas perspectivas teóricas y prácticas en la enseñanza de lenguas L2. Invited six-hour workshop for the Doctorado en Enseñanza de lenguas y canon literario occidental (Bienio 2006-2008), Universidad de Huelva, February 12-13, 2007.

- La enseñanza del léxico español para nivel avanzado de L2: Retos y soluciones. Invited three-hour workshop for the Master de Formación de profesores de español como L2, Sevilla, Universidad Pablo de Olavide, January 27, 2007.

- Reactivación de destrezas en la enseñanza del léxico español para estudiantes extranjeros, nivel avanzado. Invited two-hour workshop for the Master de Formación de profesores de español como L2, Sevilla, Universidad Pablo de Olavide, February 28, 2006.

- Assessing Reading Skills: Approaches and Strategies for Advanced Level Students. Two invited two-hour workshops for the Curso de Innovación Docente en el Programa de Formación Permanente del Profesorado. Dirección de Innovación Docente. Vicerrectorado de Tecnologías, Innovación y Calidad. Universidad de Huelva, February 3 and 8, 2006.

- Issues in program design: Articulation and assessment. Invited three-hour workshop presented at Oregon State University, Dept. of Foreign Languages, September 23, 2005.
- Focus on output: Using assessments to increase student accountability. Invited three-hour workshop presented at Cornell University, February 12, 2005.
- Proficiency Assessment. Invited six-hour workshop at Pikes Peak Community College, Colorado Springs CO. January 15, 2005.
- Culture in the second-language classroom. Invited five-hour workshop presented at Portland Community College, Portland OR, October 25, 2004.
- Teaching second-language reading. Invited five-hour workshop presented at Portland Community College, Portland OR, October 23, 2004.
- Teaching culture: Best practices. Invited talk at Arizona State University, November 14, 2003.
- On-line second-language assessment. Invited talk at Northern Arizona University, Novermber 13, 2003.
- Get them talking: Turbo-charged activities for teaching grammar and vocabulary. Invited six-hour in-service workshop for Portland Public Schools second-language teachers. Jefferson High School, Portland OR, November 1, 2002.
- Teaching Students to Read. Invited PAWS Speaker, Fall Conference of the Idaho Association of Teachers of Language and Culture, Boise ID, October 3, 2002.
- Digitizing Proficiency: The PEP Tool. Invited PAWS Speaker, Fall Conference of the Idaho Association of Teachers of Language and Culture, Boise ID, October 3, 2002.
- Teaching Reading and Writing (with Patricia Rounds, UO College of Education). Invited three-hour workshop for COFLT World Language Teacher Professional Development Program, Portland State University, March 9, 2002.
- Get them talking (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, Februrary 19, 2002.
- Why do they make the same old mistakes? (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, Februrary 12, 2002.
- Vocabulary Acquisition in the Second-language Classroom. Invited three-hour workshop for COFLT World Language Teacher Professional Development Program, Warm Springs OR, January 12, 2002.
- Turbo-charged presentations for Vocabulary and Grammar (with Patricia Rounds, UO College of Education). Invited two-hour workshop for Eugene 4J Second Language Teachers, November 1, 2001.
- Teaching and Assessing Reading. Invited three-hour workshop at St. Michael's College, Burlington VT, May 11, 2001.
- Teaching Culture Through Content-based Instruction. Invited talk at University of Louisiana–Lafayette, February 19, 2001.
- Contenido y tarea: Nuevos enfoques en la evaluación. Universidad Autónoma de Querétaro, Mexico, May 1995.
- Ciclo de lingüística aplicada, Universidad de Huelva, Spain. Four lectures on topics in applied linguistics and Spanish as a second language. November 1994.
- La teoría de la Lista: una nueva perspectiva en el análisis de las alternancias morfofonológicas. Colegio de México, Mexico City, May 1992.

Presentations (conferences, symposia)

- Improving University Students' Experience through Program-wide Assessment (with Linda Forrest, CASLS). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville TN, November 18, 2017.

Critical pedagogy and self-assessment: Powerful tools for empowering learners (with Claudia Holguín Mendoza, U Oregon). Consortium on Useful Assessment in Humanities and Languages, Emory University, October 28-29, 2017.

- Improving the Student Experience through Program-wide Assessment and Articulation (with Linda Forrest, CASLS). Consortium on Useful Assessment in Humanities and Languages, U Notre Dame, October 7-8, 2016.

- Inspiring and empowering heritage learners of Spanish: Activities that work (with Claudia Holguín Mendoza and Heather Quarles). COFLT Spring Conference, March 7, 2015.

- A new paradigm for heritage language learning (with Claudia Holguín Mendoza). Presented at the annual conference of the Modern Language Association, Vancouver, British Columbia, January 9, 2015.

- Negotiating Language and Content in a College Bilingual Heritage Program (with Claudia Holguín Mendoza). Presented at the annual conference of the Modern Language Association, Vancouver, British Columbia, January 9, 2015.

- Informing teachers, informing students: Formative assessments in AP Spanish language/culture. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando FL, November 22, 2013.

- Writing and Citing: Scaffolding the presentational mode. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Orlando FL, November 23, 2013.

- Proficiency in Placement: Bridging the gap between guidelines and achievement. Presented at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL), Denver CO, November 19, 2011.

- Beyond Blackboard: Using Wikis in L2 Composition and Collaboration. Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), Arizona State University, March 13, 2009.

- Case Studies of Content-based Instruction in Different School and Proficiency Levels (with Sachiko Kamioka, CASLS-UO, Sandy Garcia, Forest Grove (OR) H.S.). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 18, 2007.

- Assessment as a Strategy for Student Motivation (with Paula Ellister, Laurie deGonzález, UO Romance Languages). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 16, 2007.

- Connecting Language and Social Studies: CBI in Spanish and French. Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio TX, November 16, 2007.

- Addressing the Language Learning Needs of Heritage Learners (with Patricia Rounds, UO College of Education, M. Weaver, North Salem H.S.). Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.

- Introduction to MOSAIC: Teaching Second Language through Social Studies and Geography (with G. Hopper-Moore and S. Kamioka). Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.

- Spanish MOSAIC: Content-based Instruction though the National Geography Standards. Presented at the annual conference of the Confederation in Oregon for Language Teaching (COFLT), Corvallis OR, October 12, 2007.

- Content Specialists and Language Specialists Collaborate (with S. Kamioka, UO Center for Applied Second Language Studies). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Nashville TN, November 19, 2006.

- Models for Content-Language Collaboration: Technology to the Rescue (with Madeline Spring, UO Center for Applied Second Language Studies). Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), U Hawai'i, Mânoa HI, May 20, 2006.

- Technology for Content-based Instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies). Content, tasks and projects: Meeting the challenges of classroom implementation, Monterery Institute of International Studies. May 21, 2005.

- Using Technology for Content-based Instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies) COFLT Spring Conference, Clackamas Community College OR, March 5, 2005.

- The Thrill is Gone: Current and Future Directions in Second-year Language Programs (with C. Grace, U Colorado, C. Krueger, U. Virginia, M. Spring, U Colorado). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Chicago IL, November 21, 2004.

- On-line tools for proficiency (Panel title: Computer-Mediated Intercultural Foreign Language Education: Implications for Program Direction). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Chicago IL, November 21, 2004.

- Testing and Assessment in the Second-language Classroom. McGraw Hill 2004 Teleconference (broadcast to over 800 university sites by satellite), October 27, 2004.

- MOSAIC: Content-based instruction in Spanish and Japanese (with G. Hopper-Moore, UO Center for Applied Second Language Studies) COFLT Fall Conference, Portland OR, October 8, 2004.

- On-line Proficiency Assessment: A Model for Development Across Languages (with Madeline Spring, U Colorado). Presented at the Annual Conference of CALICO (Computer-Assisted Language Instruction Consortium), Carnegie Mellon U, Pittsburgh PA, June 11, 2004.

- Teaching with film: Best practices (with Cheryl Krueger, U. Virginia). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia PA, November 23, 2003.

- On-line proficiency testing. Presented at the annual meeting of the American Association of Teachers of Spanish and Portuguese (AATSP), Chicago IL, August 2, 2003.

- The representation and deformation of knowledge in textbooks (Panel title: From the Personal to the Canonical: The (De)Formation and Transmission of Knowledge in Foreign Language Pedagogy). Presented at the Modern Language Association annual conference, New York NY, December 28, 2002.

- From Input to Output: Getting Learners to Talk (with Carl Falsgraf, UO Center for Applied Second Language Studies-NFLRC). COFLT Fall Conference, Tacoma WA, October 11, 2002.

- The Key to the CAM: Content-based Instruction. COFLT Spring Conference, Pacific University, March 2, 2002.

- Presentation Strategies (with Carl Falsgraf, UO Center for Applied Second Language Studies). COFLT Spring Conference, Pacific University, March 2, 2002.

- Materials Come Alive: Dynamic Activity Templates (DATs) (with Yashi Tohsaku, UC-San Diego). Presented at the Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Washington DC, November 16, 2001.

- Getting Off on the Right Foot: Building Vocabulary with Input Activities (with Carl Falsgraf, UO Center for Applied Second Language Studies). Presented at the 2001 COFLT conference, Ashland OR, October 13, 2001.

- Directions in Chinese Language Program Development: Assessing Writing (with M. Spring, U. Colorado; C. Krueger, U. Virginia; T. Yao, U. Hawai'i; T. Jenkins, U. Colorado). Panel co-sponsored by AAUSC and Chinese Language Teachers Association, Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Boston MA, November 2000.

- Entrevistas: An Introduction to Language and Culture (with William Glass, McGraw Hill Higher Education). Annual Conference of the American Council on the Teaching of Foreign Languages (ACTFL), Dallas TX, November 20, 1999.

- Teaching to the Brain Touchstones Teacher Traning Module IX (with Susan Hayden, Pacific U.). Three-hour workshop presented at 1999 COFLT conference, Eugene OR, October 1999.

- Foreign language Teacher Training: Priorities for the 21st Century. Presented at the American Council on the Teaching of Foreign Languages (ACTFL), Nashville TN, November 23, 1997.

- Reevaluating Traditional Activities in the Foreign Language Classroom (with C. Krueger, U Virginia). Presented at the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia PA, November 22, 1996.

- The 'Matter of Facts': Testing Content in a Proficiency-oriented Curriculum. Presented at the 1996 COFLT Conference, Salem OR, October 11, 1996.

- Reaching for PASS in Second Languages: Preservice Alignment Project (with W. Fischer and M. Bastiani). Presented at the 1996 COFLT Conference, Salem OR, October 11, 1996.

- Rethinking Authentic Documents (with J. Siskin). Presented at the 1996 Central States Conference on the Teaching of Foreign Languages, Louisville KY, March 29, 1996.

- Enhancing the Status of the Language Program Director: the AAUSC (with J. Siskin). Presented at the Georgetown University Roundtable, Pre-session for Language Program Directors, Georgetown University, March 10, 1995.

- Issues in Materials Development. Presented at the Primer Simposio sobre Metodología y Didáctica del Español como L2, organized by the Asociación Universitaria para la Metodología y Didáctica del Español como Lengua Extranjera, Universidad de Sevilla, Spain, November 1994.

- The REAL Information Gap (with C. Krueger, U Virginia). Presented at the American Council on the Teaching of Foreign Laanguages (ACTFL), San Antonio TX, November 1993.

- Classroom Culture and the ITA (with J. Siskin). Fourth Annual Conference on the Training of Teaching Assistants, November 1993.

- Filling in the Gaps: Motivating the Unmotivated, Training the Untrained (with J. Siskin). Roundtable organized at the Fourth Annual Conference on the Training of Teaching Assistants, Chicago, November 1993.

- 1+1=0: Feature Conflict Resolution In The History Of Spanish. University of Oregon Department of Linguistics Colloquium, April 27, 1993.

- The Representation of Markedness in Stress Contours: Evidence from Spanish. Annual meeting of the Linguistic Society of America, Los Angeles CA, January 1993.

- After the Classroom Visit: A Guide to TA Supervision (with J. Turner, U. North Carolina–Chapel Hill). ACTFL, Chicago IL, November 1992.

- Evaluating The Foreign Language Classroom: A Guide For Peers and Administrators. UO Yamada Center, in conjunction with the 1992 COFLT conference, October 1992.
- NEH Summer Institute (*Mexico in Transition*): four lectures on language pedagogy (listening comprehension, teaching pronunciation, Mexican dialectology). University of Oregon, June 1992.
- Testing in the communicative classroom, Instructor's Forum, Yamada Center, UO, April 1992.

Course development and teaching

Special Training

- Certified Tester, Oregon Benchmark IV Oral Proficiency Interview, April 2002
- Oregon Benchmark IV Oral Proficiency Training Workshop, 1998
- ACTFL Oral Proficiency Interview Refresher Workshop, November 1998
- ACTFL Oral Proficiency Interview Training Workshop, January 26-February 1, 1992

Redesigned existing UO courses

- Beginning Spanish sequence (SPAN 101-102-103)
- Intensive Beginning Spanish sequence (SPAN 111-112)
- Intermediate Spanish (SPAN 201-202-203)
- Spanish Phonetics and Pronunciation (SPAN 315)
- Spanish Culture and Civilization (SPAN 361)
- Second Language Teaching Methods (SPAN 608, RL 608)

New courses taught and/or developed at UO
- Cultures of the Spanish-speaking World: Spanish Dialects (SPAN 150)
- Lusofonia: The Portuguese-speaking World (PORT 150)
- Pathways Freshman Seminar (RL 199)
- Pathways Final Project (RL 399)
- Voces latinas/Latino voices (SPAN 218, 228)
- Spanish Around the World (SPAN 238)
- Lengua y Cultura: Identidades hispanas (SPAN 301)
- Lengua y Cultura: Expresiones artísticas (SPAN 303)
- Lengua y Cultura: Cambio social (SPAN 305)
- Oral Skills in Spanish (SPAN 307)
- Lengua y Cultura: Comunidades bilingües (SPAN 308)
- Advanced Writing in Spanish (SPAN 311)
- Romance Phonetics (RL 315)
- Intensive Spanish Grammar (SPAN 320)
- Introduction to Hispanic Linguistics (SPAN 322)
- Spanish Stylistics (SPAN 407/507)
- Advanced Oral Skills in Spanish (SPAN 417/517)

- Advanced Grammar (SPAN 420/520)

- Spanish Dialectology (SPAN 420/520)

- The Languages of Iberia (SPAN 420/520)

- History of the Spanish Language (SPAN 424/524)

- Romance Linguistics (RL 407/507, RL 607)

- The Commoditization of Culture (RL 623, with David Wacks)

Theses and Dissertations

- Kathryn Carpenter (UO Honors College Thesis, filed June 2014) Perceptions and Effects of Methods of Bilingual Education in Spanish-Speaking Children (director)

- Steve McCormick (UO Romance Languages dissertation, filed June 2011) Remapping the Story: Franco-Italian Epic and Lombardia as a Narrative Community (1250-1441) (committee member)

- Darci Burns (UO Special Education and Clinical Services dissertation, filed June 2011) Examining the Effect of an Overt Transition Intervention on the Reading Development of At-risk English-language Learners in Third Grade (outside reader)

- Rebecca Briggs (UO Special Education and Clinical Services dissertation, filed June 2011) Investigating Variability in Student Performance on DIBELS Oral Reading Fluency Third-grade Progress Monitoring Probes: Possible Contributing Factors (outside reader)

- Sonja Burrows (UO Romance Languages dissertation, filed June 2010) Beyond the Comfort Zone: Monolingual Ideologies, Bilingual U.S. Latino Texts (dissertation director)

- Peter Burrows (UO Department of Educational Methodology, Policy, and Leadership dissertation, filed June 2010) An Examination Of The Relationship Among Affective, Cognitive, Behavioral, and Academic Factors of Student Engagement of 9th Grade Students (outside reader)

- Joana Jensen (UO Department of Linguistics, filed June 2010) A Grammar of Yakima Ichishkíin/Sahaptin (outside reader)

- Johanna E. Cena (UO College of Education dissertation, filed June 2009) An Investigation of the Efficacy of a Vocabulary Intervention Using Enhanced Systematic and Explicit Teaching Routines (VE SETR) on First-grade Spanish Readers' Vocabulary Development and Reading Comprehension (outside reader)

- Carlos Sequeira (UO College of Education dissertation, filed, June 2009) Synchronous Computer Mediated Communication and Second Language Proficiency (outside reader)

- Beatriz García Glick (Middlebury Spanish School Doctor of Modern Languages dissertation, filed August 2008) Las manipulaciones de vocabulario como diagnóstico de las inteligencias múltiples (dissertation director)

- Doris Baker (UO College of Education dissertation, filed June 2007) Relation Between Oral Reading Fluency and Reading Comprehension for Spanish-speaking Students Learning to Read in English and Spanish (outside reader)

- Mike Russell (UO Honors College thesis, filed November 2005) Stimulating Spanish Assessment: What Teachers Have To Say About Student Self-Efficacy (thesis director)

- Joyce LaOrden (Middlebury Spanish School Doctor of Modern Languages dissertation, filed August 2005) Las subordinadas en español (outside reader)

- Chantal Martel-Dufour (UO School Psychology dissertation, filed December 2003) Assessing French reading skills of elementary French immersion students: Utility of DIBELS in French (outside reader)
- Mileah Nelson (UO School Psychology dissertation, filed August 2003) Assessing the Early Literacy of Young English Learners: Use of DIBELS in Spanish (outside reader)
- James P. Cassidy (UO College of Education dissertation, filed June 2002) A Case Study of Standards-Based Learning and Assessment At The Middlebury College Language Schools: Implications for Policy and Practice (outside reader)
- Elaine Drom (UO Honors College thesis, filed June 2002) A Reexamination of Spanish-Catalan Diglossia in Barcelona (thesis director)
- Molly Dames (UO Honors thesis, filed December 2001) Character Education and Teacher's Educational Beliefs: An Interview-based Case Study (thesis director)
- Emily Goldthwaite (UO Honors thesis, filed June 2001) Becoming Bilingual: Development of Writing Skills in a French (reader)
- Christina Ramírez (UO School Psychology dissertation, filed Spring 2001) An investigation of English language and reading skills on reading comprehension for Spanish-speaking English language learner (outside reader)
- Belinda Young-Davy (UO Linguistics dissertation, filed Fall 2000) A Cognitive-Semantic Approach to the Acquisition of English Propositions by Japanese Speakers (outside reader)
- Takanori Adachi (UO East Asian Language and Literatures dissertation, filed Spring 2000) The Effect of Human Interaction on L2 Vocabulary Acquisition (outside reader)
- Hilary Hews (UO Honors thesis, filed Spring 1999) A Human Perspective on Bilingual Education and [California] Proposition 227 (thesis director)
- Judith Plasencia–Peinado (UO School Psychology dissertation, filed Spring 1999) Examining the Effect of Three Spanish Reading Approaches on the Reading Achievement of Limited English Proficient Students at Risk for Learning Disabilities (outside reader)
- Susan Goicochea (UO Interdisciplinary Masters Program IT1 thesis, filed fall 1998) Music in the Foreign Language Classroom (thesis director)
- Mia Bertelsen (UO Interdisciplinary Masters Program IT1 thesis, filed Fall 1996) Enhancing Writing Skills in English and Spanish: A Bilingual Newsletter for Hispanic High School Students (thesis director)
- Constance McQuoid (UO Interdisciplinary Masters Program IT1 thesis, filed Fall 1996) Proficiency, Oregon's Second-Language Content Standards, and the Development of Curriculum for the 6-12 Spanish Classroom (thesis director)

Service to the Department of Romance Languages, the College and University

- UO Language Council (2015-present)
- UO Global Scholars Residence Hall Planning Committee (2010-2015)
- UO Oregon 2020 Committee (2009-2014)
- Romance Languages Advisory Committee (2000-2002, 2004-2005, 2006-2010)
- UO Arabic Language Program Executive Committee (2010-2015)
- CAS Yamada Executive Committee, Chair (2004-2012)
- CAS Educational Careers Advising Team (ECAT, 2003-2012)

- UO CAS Dean's Advisory Committee (2001-2003)
- UO Non-Tenure Track Instructional Faculty Committee (UO Senate Committee) (2001-2005, 2008-2009)
- Advisor and Webmaster for the UO SLAT program (Certificate in Second Language Acquisition and Teaching, http://slat.uoregon.edu)
- UO Senate (1998-2000)
- Duck Preview, UO fall term recruiting event (November 1997, 1998, 1999, 2000, 2001)
- University of Oregon Foreign Studies Program Committee (1994–1997, Chair 1996-1997)
- Romance Languages Language/Curriculum Committee (1992–present, Chair 1992-1993, 1997-1999)
- Yamada Language Center Faculty (1991–present)
- Mexico Study Abroad Supervision Committee (site visits to Cuernavaca, May 1992, March 1993, May 1997, September 2007; Querétaro Supervision Committee, 1993–present)
- Romance Languages Study Abroad Committee (1991–present, Chair 1991-1992, 1997-2008)
- Latin American Executive Board, OSSHE Office of Academic Affairs—Foreign Study Programs (1992-1993)

Service to the profession

Reviewer
- Tenure and promotion: Elizabeth Enkin, University of Nebraska-Lincoln (2017)
- Tenure and promotion: Laura Levi-Altstaedter, East Carolina University (2017)
- Tenure and promotion: Maria Fionda, U Mississippi (2017)
- Promotion (Senior Research Assistant I): Lindsay Marean, Center for Applied Second Language Studies (2017)
- Tenure and promotion: Julie Sykes, U Oregon (2016)
- Tenure and promotion: Joshua Thoms, Utah State U (2016)
- External program review: Romance Languages, Mt. Holyoke College (February 4-6, 2016)
- Promotion (Full Professor): Fernando Rubio, U Utah (2015)
- Promotion (Full Professor): Marta Fairclough, University of Houston (2015)
- Tenure and promotion: Per Urlaub, University of Texas at Austin (2014)
- Administrative review: Robin Holmes, Vice-President for Student Life, U Oregon (2013)
- Tenure and promotion: Heather Willis Allen, University of Wisconsin-Madison (2013)
- Tenure and promotion: Alan V. Brown, University of Kentucky (2012)
- Tenure and promotion: Sara Beaudrie, University of Arizona (2012)
- Reappointment review: Margarita Rivas Groeger, Director of the Spanish Language Program, Massachusetts Institute of Technology (2012)
- Editorial board and manuscript reviewer: *AAUSC Issues in Language Program Direction* (annual edited volume)
- Promotion: Stephen Tschudi, University of Hawaiʻi (2011)
- External department review: Modern Languages, Kenyon College (May 26-27, 2011)
- Tenure: Edwin Lamboy, City College of New York (CUNY), Department of Secondary Education (2011)

- Annual review: Carl Falsgraf, Director, Center for Applied Second Language Studies, U Oregon (2008, 2009)

- Tenure and promotion: Holly Cashman, Arizona State University (2007)

- ACTFL-MLJ Birkmaier Dissertation Award Committee (2006)

- Tenure and promotion: Prof. Fernando Rubio, University of Utah (2006)

- External department review: Romance Languages, State University of New York at Buffalo (April 18-19, 2006)

- Tenure and promotion: Prof. Carmen Schlig, Dept. of Modern Languages, Georgia State University (2005)

- Manuscript reviewer: *Foreign Language Annals* (2005-present)

- Tenure and promotion: Prof. Timothy Scheie, French, Eastman School of Music, University of Rochester (2004)

- ACTFL Nelson Brooks Award for Excellence in Teaching Culture (2004)

- External department review: Department of Modern Languages, Santa Clara University, Santa Clara CA (November 29-30, 2004)

- Manuscript reviewer: *Modern Language Journal* (2001-present)

Boards/National Organizations
- President (2014-2015), American Association of University Supervisors and Coordinators

- ACTFL Standards Literature Task Force (2009-2011)

- Advanced Placement Spanish Language Curriculum Development and Assessment Committee (2008-present; co-chair 2011-2013)

- President, Pacific Northwest Council on Foreign Languages (2005-2006 term)

- COFLT Executive Board Representative at large from the Oregon University System (2003-2005 term)

- Organizer, training session for the COFLT Benchmark IV Oral Proficiency Interview, held at UO, April, 2002.

- Secretary-Treasurer, American Association of University Supervisors and Coordinators (2000-2009)

- Executive Board Representative at large from OSSHE, Confederation in Oregon for Language Teaching (COFLT) (1995-1997)

- Spanish Sector Head, American Association of University Supervisors and Coordinators (1996–1997)

- Site Administrator, American Association of University Supervisors and Coordinators (Fall 1995–present, http://www.aausc.org)

- Group Leader, Oral Proficiency Interview Familiarization Workshop, joint project of the American Council on the Teaching of Foreign Languages (ACTFL) and the Oregon State System of Higher Education (OSSHE), October 14-15, 1994.

- Section Head for Applied Linguistics: Language Learning, Language Acquisition and Bilingualism, Pacific Northwest Council on Foreign Languages (PNCFL) (1992)

Awards, grants, and special recognition

- Ray Verzasconi Award for Contribution to the Profession (2007), Confederation in Oregon for Language Teaching (COFLT)

• Williams Fellow, University of Oregon (2006-2007, $10,000 research and program development award)

• Consultant for grant from the Center for Applied Second Language Studies: PEP tool, an on-line planning tool for second language teachers (http://www.peptool.net)

• External evaluator, GOLDEN distance learning teacher training program, grant from Goethe Institute and American Association of Teachers of German (http://golden.unl.edu) (1999-2000)

• National Foreign Language Resource Center Summer Workshop: The World Wide Web in Foreign Language Instruction, University of Hawaii (July 21-August 2, 1997)

• Faculty Consultant for grants awarded by OSSHE and Oregon Deparment of Education:

Reaching for PASS in Foreign Language: the K-16 Preservice Consortium (consortium of secondary and OSSHE instituitions—preservice training for state language teachers; codirector of UO contribution with M. Gall, UO College of Education)

Communication Networking Project (Yamada Language Center, UO—development of a World Wide Web site to disseminate information and materials about state system proficiency-based standards)

• National Foreign Language Resource Center Summer Symposium on Technology in Language Instruction, University of Hawaii (July 8-15, 1996)

• OSSHE Technology in Teaching Workshop, Oregon State University. One of eight UO faculty chosen to participate (July 11-15, 1994)

• Junior Professorship Development Award, College of Arts and Sciences, UO. Project Title: Using interactive video in TA training (Summer 1994)

• MLA Summer Professional Development Institute, University of Wisconsin. Research project title: Using interactive video in TA training, (July 11-23, 1993)

• Exemplary TA training program (with H. Jay Siskin, UO Romance Languages). A description of our TA training program appeared in a volume entitled *Preparing Graduate Students for Teaching*, American Association of Higher Education (1993)

Professional Memberships

• American Association of Teachers of Spanish and Portuguese (AATSP)

• American Association of University Supervisors and Coordinators (AAUSC)

• American Council on the Teaching of Foreign Languages (ACTFL)

• Computer Assisted Language Instruction Consortium (CALICO)

• Confederation in Oregon for Language Teaching (COFLT)

• Modern Language Association (MLA)

• Pacific Northwest Council on Foreign Languages (PNCFL)

Jeffrey Magoto
University of Oregon, Yamada Language Center
jmagoto@uoregon.edu

Education

Doctoral Studies	Educational Leadership, University of Oregon, 2002-2005.
M.A.	Applied Linguistics/ESL, Ohio University, Athens, Ohio. 1985.
B.A.	English Language & Literature, French minor, Ohio University. 1983.

Employment

Director — **University of Oregon, Yamada Language Center**
1996 – Present — Eugene, Oregon, USA.

Adjunct Instructor — **University of Oregon, Language Teaching Studies, Linguistics**
2007 - Present — Eugene, Oregon, USA

Instructor — **University of Oregon, American English Institute**
1992 – 1996 — Eugene, Oregon, USA

International Experience

Instructor — **American Language Institute**
1980 - 1983 — Lisbon, Portugal.

Teacher — **U.S. Peace Corps, Lycée de Tahala**
1978 - 1980 — Tahala, Morocco.

Language Ability: Portuguese (intermediate-high), French (intermediate-mid), Moroccan Arabic (intermediate low).

Selected Grants, Presentations and Publications (2015-2018)

Magoto, J. (2018). *Fulbright Foreign Language Teaching Assistant Summer Orientation*, Short course for 70 participants. Institute of International Education. $70,000.

Magoto, J., Spasova, S. & Foroughifar, S. (2018). *H5P, ANVILL and the Case for Faculty Authoring*. Workshop. CALICO, Champaign-Urbana, IL.

Magoto, J. (2018). *The Case for Faculty Authoring*. Workshop, NWALLT Conference. Seattle, WA.

Magoto, J. (2017). *Time Shifting and Critical Thinking: The In–Class Flip*. Workshop. COFLT Conference, Eugene, OR.

Magoto, J. (2017) *ANVILL-LTI: A Simple Speech Tool for Complex Language Tasks*. Workshop. IALLT 2017 Conference, Moorhead, MN.

Magoto, J. (2017) *Moving to the Middle: New Space for Teachers in the Classrooms of Today*. IALLT 2017 Conference, Moorhead, MN.

Magoto, J. (2017). Time Shifting with In-Class Flips. Article. *Intercom.* Retrieved from:
    http://caslsintercom.uoregon.edu/content/23624

Chu H., Magoto, J., & Vandergrift E. (2016). *Space and Technology as Catalysts for Pedagogical Transformation.* Northwest eLearn, Eugene, OR.

Magoto, J. & Foroughifar, S. (2016). *ANVILL LTI: An Authoring Tool for Interaction-Driven Learning.* Workshop. CALICO, E. Lansing, MI.

Elliott, R. & Magoto, J. (2016). *The Case for iBooks Author: Community Engagement and Teacher Empowerment.* Workshop. CALICO Conference, E. Lansing, MI.

Magoto, J. (2015). *Creating Community in an EFL Teacher Ed MOOC.* FLEAT 6 Conference, Cambridge, MA.

Magoto, J. (2015). *New Approaches to Online Course Design with ANVILL LTI.* Workshop. FLEAT 6 Conference, Cambridge, MA.

Magoto, J. (2015) *Moving to the Middle: New Space for Teachers in the Classrooms of Today.* Poster Session. FLEAT 6 Conference, Cambridge, MA.

Magoto, J. (2015). *Massively Connected: Building Community in a MOOC.* CALICO Conference, Boulder, CO.

Elliott, R. & Magoto, J. (2015). *The Case for iBooks Author: Community Engagement and Teacher Empowerment".* CALICO Conference, Boulder, CO.

Recent grad courses taught for Language Teaching Studies (LT):
LT 608 (Computer Assisted Language Learning)
LT 610 Seminar (Flipped Learning in Language Teaching)
LT 610 Seminar (Teaching Languages Online and in Hybrid Environments)

Open Academic Courses
Magoto, J., Buitrago, C., Coleman K., Graney, J, & Marshall, H. (2015-2018). *Flipped Learning in Language Teaching.* Five-week online workshop. TESOL Electronic Village Online. Retrieved from: http://evo2018proposals.pbworks.com/w/page/120680283/Flipped_learning

Healey, D., Hanson-Smith, E. and J. Magoto. (2014-2015). *Shaping the Way We Teach English MOOCs*: The Landscape of English Language Teaching and Paths to Success in English Language Teaching

Open Source Language Software Projects
Magoto, J., and N. Kerr. (2018). *ANVILL- LTI: A National Virtual Language Lab v.2.0*
    http://anvill.uoregon.edu/

Professional Organizations
Computer Assisted Language Consortium (CALICO)
International Association for Language Teaching Technology
Teachers of English to Speakers of Other Languages (TESOL)
Confederation in Oregon for Language Teaching (COFLT)
Oregon Teachers of English to Speakers of Other Languages (ORTESOL)

June 1, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Title VI Language Resource Center proposal submitted by the Center for Applied Second Language Studies (CASLS).

CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to their local communities. By increasing learner access to language interactions outside of classroom and connecting learners to places relevant to their language study, CASLS' work continues to fill a significant gap in language education programs across the country. In addition, CASLS experience over the past fifteen years has demonstrated your success in completing research and developing programs and services that enhance world language education on our campus and, more broadly, in our country.

As Vice Provost for International Affairs and Interim Vice Provost and Dean for Undergraduate Studies, I have seen first-hand the need to create and support internationally oriented research centers, programs, and initiatives that enhance interdisciplinary faculty research and enrich students' academic experiences. CASLS is one of twelve units within the Global Studies Institutes (GSI) at the University of Oregon fulfilling this need. The GSI encourages interdisciplinary and cross-regional research, curriculum development, and community outreach. CASLS, currently one of two Title VI centers on campus, is a key unit within the GSI.

CASLS' proposed Title VI center organizes activities within three initiatives: LinguaFolio Online; Intercultural Pragmatic and Interactional Competence (IPIC) Measure; and Virtual and Augmented Reality for Language Learning (VAuLT). These initiatives will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to infuse their curriculum with research-based materials, which has the promise to increase the nation's capacity to develop learners with higher levels of language proficiency.

I look forward to continuing to help CASLS leverage institutional resources within the University of Oregon (UO). Although support begins at the UO, CASLS has an impressive history of using local contexts to improve world language teaching and learning at the national level. I wish you success in your application and look forward to many continued years of collaborative, cross-disciplinary endeavors.

Sincerely,

Dennis Galvan
Vice Provost for International Affairs
Professor of Political Science and International Studies

OFFICE OF INTERNATIONAL AFFAIRS

5209 University of Oregon, Eugene OR 97403-5209 **T** 541-346-3206 **F** 541-346-1232 **international.uoregon.edu**

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PR/Award # P229A180005

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June 1, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am delighted to write a letter of support for the Title VI Language Resource Center proposal submitted by the Center for Applied Second Language Studies (CASLS) to the U.S. Department of Education.

CASLS places strong emphasis on innovative pedagogy and learner engagement in language study relevant to local communities. Your focus on increasing learner access to language interactions outside of the classroom and connecting learners to places relevant to their language study fills a significant gap in language education programs across the country. Over the past 15 years, CASLS has completed exciting research, developed innovative programs and services, and generally enhanced world language education both locally and nationally.

As Acting Head of the Linguistics Department, I am very excited about the interdisciplinary nature of three initiatives you propose: LinguaFolio Online, Intercultural Pragmatic and Interactional Competence (IPIC) Measure, and Virtual and Augmented Reality for Language Learning (VAuLT). These initiatives will integrate the basic and applied fields of second language acquisition, structural linguistics, and communicative function (i.e., pragmatics). These initiatives hold the promise to bring the best of these fields together in support of improving student learning outcomes. In particular, the initiatives you propose will engage learners in developing real-world, communicative language proficiency while engaging in academic domains most interesting to them. The projects will prepare faculty in K-12, community college, and four-year postsecondary institutions to infuse their curriculum with research-based materials, which has the promise to increase the nation's capacity to develop learners with higher levels of language proficiency.

I look forward to continuing to help CASLS leverage institutional resources within the University of Oregon to further your important mission. Although support begins at the university, CASLS has an impressive history of using local contexts to improve world language teaching and learning at the national level. I wish you success in your application and look forward to many continued years of collaborative, cross-disciplinary endeavors.

Sincerely,

Melissa A. Redford, PhD
Professor of Linguistics & Acting
Department Head
The University of Oregon

May 29, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

I am most excited about the continued development of LinguaFolio Online, the online e-portfolio developed in consultation with the National Council of State Supervisors for Languages (NCSSFL). As a member of the original committee who adapted NCSSFL's paper-and-pencil version into the online version developed at CASLS, I am delighted to see LinguaFolio Online's expansion.

My research has shown that reflective goal-setting, as exemplified in LinguaFolio Online, improves student learning. A five-year longitudinal study with 23 school districts indicated that goal setting skills acquired and practiced in Spanish classrooms transferred across disciplines (mathematics, science and literacy) and improved academic performance in those content areas in addition to improving language proficiency in Spanish speaking, reading and writing. Providing teachers with support to successfully implement this tool is critical to its successful adoption into the curriculum. The proposed faculty learning communities in Lane Community College and within NCSSFL, in addition to the online modules, have the power to transform language classrooms, support teachers in the implementation of best practices, and improve student outcomes.

Developing tools that bring LinguaFolio Online into popular learning management systems will allow teachers to fully integrate the portfolio into the curriculum, ensuring that goal setting and self-reflection become part of a seamless learning experience for students. The proposed portfolio export feature will ensure that students can more easily take their portfolios with them to new schools and, upon graduation, to their colleges and future employers to demonstrate their proficiency.

I am also excited about the continuation of CASLS' InterCom, the weekly e-digest designed specifically for practicing educators. InterCom's topic of the week brings bite-sized research directly to teachers, and the accompanying activity of the week demonstrates how the research can be applied in practice. This combination is powerful for transforming teaching practice.

I also believe that the proposed Interactional Pragmatic Intercultural Competence (IPIC) assessment holds great potential for unlocking one method of how to assess more than simply learners' command of the language, but rather their ability to use language to functionally communicate with speakers of other languages and cultures.

I'm looking forward to helping facilitate the LinguaFolio Online NCSSFL faculty learning community and to disseminating the release of the proposed features to the world language community, in addition to sharing InterCom and IPIC broadly throughout the world languages community.

Sincerely,

Aleidine J. Moeller, Ph.D.
President, ACTFL
Edith S. Greer Distinguished Professor
University of Nebraska-Lincoln

May 29, 2019

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

As a strong proponent of interculturality and national efforts on the NCSSFL-ACTFL Can Do statements, I am most excited about the continued development of the Interactional Pragmatic Intercultural Competence (IPIC) assessment. Over the past decade, the field of second language acquisition and world language education has acknowledged that learners need more than grammar and vocabulary structures to successfully communicate with those of other languages and cultures. What learners need is an ability to understand another cultural worldview and be able to navigate within it.

What ceases to exist is a method of accurately assessing learners' intercultural and pragmatic abilities. A partnership between CASLS and the Assessment and Evaluation Language Resource Center, IPIC adds a critical component to the assessment ecology to help determine a holistic view of a learner's proficiency. IPIC uses digital simulation to guide learners through scenarios with varying power and social distance to generate a learner profile based on four dimensions critical to competence: knowledge, analytical abilities, subjectivity, and awareness. IPIC allows for an individualized experience, as learner response shapes the interaction as the simulation unfolds.

I enthusiastically support this project and am looking forward to disseminating IPIC and sharing it broadly with the field.

Sincerely,

Jacque Bott Van Houten
World Language Specialist, Jefferson County Public Schools

COMMONWEALTH *of* VIRGINIA

DEPARTMENT OF EDUCATION

P.O. BOX 2120

RICHMOND 23218-2120

May 30, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
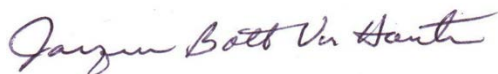5290 University of Oregon
Eugene, Oregon 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in the United States.

The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

I am most excited about the continued development of LinguaFolio® Online, the online e-portfolio developed in consultation with the National Council of State Supervisors for Languages (NCSSFL). Research has shown that reflective goal-setting, as exemplified in LinguaFolio Online, improves student learning. Providing teachers with support to successfully implement the tool is critical to its successful adoption into the curriculum. The proposed faculty learning communities in Lane Community College and through NCSSFL, in addition to the online modules, have the power to transform language classrooms, support teachers in their implementation of best practices, and improve student outcomes.

Developing tools that bring LinguaFolio® Online into popular learning management systems will allow teachers to fully integrate the portfolio into the curriculum, ensuring that goal

setting and self-reflection become part of a seamless learning experience for students. The proposed portfolio export feature will ensure that students can more easily take their portfolios with them to new schools and, upon graduation, to their colleges and future employers to demonstrate their proficiency.

I am also excited about the continuation of CASLS' InterCom, the weekly e-digest designed specifically for practicing educators. InterCom's topic of the week brings bite-sized research directly to teachers, and the accompanying activity of the week demonstrates how the research can be applied in practice. This combination is powerful for transforming teaching practice.

I am looking forward to helping facilitate the LinguaFolio® Online NCSSFL faculty learning community and to disseminating the release of the proposed features to the world language community, in addition to sharing InterCom within the NCSSFL membership.

Sincerely,

Lisa A. Harris
Virginia Department of Education
President Elect, National Council of State
Supervisors for Languages (NCSSFL)

June 10, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I would like to lend my full and enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning. Each of the three proposed initiatives will have a strong national and local impact.

The Center for Applied Second Language Studies (CASLS) at the University of Oregon has played an important role in our community and the region for the last fifteen years in successfully fostering research and developing programs and services that enhance world language education. We look forward to continued work with you to increase the capacity of foreign language instruction at the community college level in this part of the Pacific Northwest.

I am very excited about the continued development of LinguaFolio Online, an online e-portfolio developed in consultation with the National Council of State Supervisors for Languages (NCSSFL). The project shows great promise in harnessing reflective goal-setting, as exemplified in LinguaFolio Online, which we believe should lead to enhanced student learning outcomes. Providing teachers with support to successfully implement the tool is critical to its successful adoption into the curriculum. Lane Community College (LCC) looks forward to being one of the proposed faculty learning communities and collaborating with you to increase instructor expertise. We believe that these communities, in addition to the online modules, can make significant improvements in language classrooms, support teachers in the implementation of best practices, and improve student outcomes. Our service area encompasses the second largest city in Oregon (Eugene) as well as vast stretches of rural area, and so this tool presents us with a unique opportunity to better serve a wide variety of students and reduce urban/rural inequity.

In my role as Dean of Languages, Literature, and Communication, I will recruit community college language faculty here at LCC and our secondary partner instructors in the *College Now* dual credit program to be part of the learning community. I will also provide opportunities and funding for the faculty to collaborate. We expect that some 15 instructors will participate in French and Spanish. As part of this initiative, we commit to piloting LinguaFolio Online in the first- and second-year French and Spanish curriculum. The opportunity to offer the e-portfolio to our students, in addition to the professional development provided to our faculty, will be invaluable for preparing our students for success in a four-year institution, should they choose to continue their studies, or for success in their chosen fields. This parallels other efforts by LCC to develop successful PLCs (professional learning communities) in Lane County.

In addition, developing tools that bring LinguaFolio Online into popular learning management systems such as Moodle and Canvas will allow teachers to fully integrate the portfolio into the curriculum, ensuring that goal setting and self-reflection become part of a seamless learning experience for students. The proposed API will help our faculty quickly develop a familiarity with the technology behind LinguaFolio Online, as it will be part of a platform they already know. The proposed portfolio export feature will ensure that students can more easily take their portfolios with them to new schools and to future employers to demonstrate their proficiency.

I'm looking forward to supporting the implementation of the LinguaFolio Online faculty learning community at LCC.

Best,

Patrick G. Blaine, Ph.D.
Dean, Languages, Literature, and Communication
School of Arts and Sciences
Lane Community College
Eugene, OR
blainep@lanecc.edu

6/12/2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increasing capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

I am excited about the continued development of LinguaFolio Online (LFO). There is a growing body of research documenting how reflective goal-setting, using tools like LFO, can improve student outcomes. Providing teachers with support to successfully implement the portfolio is critical to its successful adoption into the curriculum.

Eugene 4J School District looks forward to implementing LFO, along with a new proficiency-oriented textbook and curriculum, next academic year. We are also excited to participate in the faculty learning community along with Lane Community College and collaborating to support and expand teacher expertise. These communities can make significant improvements in language classrooms, support teachers in the implementation of best practices, and improve student outcomes.

Our World Languages TOSA will recruit teachers within the district and encourage them to participate through our *College Now* dual credit program with Lane Community College. The opportunity to offer LFO to our students, in addition to the professional development for our teachers, will be invaluable for preparing our students for success. I look forward to partnering on this exciting opportunity to support language educators.

Sincerely,

Charis McGaughy
Assistant Superintendent for Instruction
Eugene School District 4J

NATIONAL FOREIGN LANGUAGE CENTER

UNIVERSITY OF MARYLAND 1856

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June 12, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increasing capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

There is a growing body of research supporting the need for goal setting in the learning process, and tools such as LinguaFolio Online provide learners opportunities for self-assessment as they chart their language learning process.

As co-PI on a Title VI proposal for the National Foreign Language Center at the University of Maryland, I look forward to expanding this idea and the LinguaFolio Online technical infrastructure to develop TELLfolio. Jointly funded and developed, TELLfolio will similarly guide educators' professional learning. Educators will be able to compare their own current practices using a framework of research-based effective teaching behaviors and practices, set and monitor goals for their own professional growth, and upload evidence.

I look forward to partnering on this exciting opportunity to support language educators in their professional development.

Sincerely,

Thomas Sauer
Senior Associate for Professional Development
National Foreign Language Center, University of Maryland

Twin Cities Campus

Center for Advanced Research on
Language Acquisition

Global Programs and Strategy Alliance

140 University International Center
331 17th Avenue Southeast
Minneapolis, MN 55414 USA

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carla@umn.edu

June 5, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increasing capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

Specifically, I look forward to partnering on a summer institute hosted by the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota about using LinguaFolio to enhance student proficiency (*Meaningful Portfolio Implementation: Using Goal Setting, Reflection, and Thinking Routines to Enhance Student Proficiency*). This intensive week-long institute will allow CARLA to continue to offer quality professional development to language educators on a wide range of topics while also providing CASLS an opportunity to support language teachers in their use of one of CASLS's innovative world language tools.

I look forward to partnering with you on this exciting opportunity to support world language educators.

Sincerely,

Kate Paesani, Ph.D.
Director, Center for Advanced Research on Language Acquisition (CARLA)
Affiliate Associate Professor, College of Liberal Arts

![AELRC — Assessment and Evaluation Language Resource Center]

June 9, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

It is with great enthusiasm that I write in support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning. Each of the three proposed initiatives will make an impact nationally and locally. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country and we look forward to continuing our partnership.

I am especially looking forward to the continued development of the Interactional Pragmatic Intercultural Competence (IPIC) assessment. Over the past decade, the field of second language acquisition and world language education has acknowledged that learners need more than grammar and vocabulary structures to successfully communicate with those of other languages and cultures. Learners need the tools to understand another cultural worldview and be able to navigate within it.

At present, there is no method to accurately learners' abilities to construct language from an intercultural/pragmatic perspective. IPIC adds to the assessment ecology to help determine a holistic view of a learner's proficiency, and, as evidenced in our initial pilots offers meaningful insights into those abilities. IPIC uses digital simulation to guide learners through scenarios with varying power and social distance to generate a learner profile based on four dimensions critical to competence: knowledge, analytical abilities, subjectivity, and awareness. IPIC allows for an individualized experience, as learner response shapes the interaction as the simulation unfolds. Our pilots have shown that students are intrigued by and benefit from the IPIC.

AELRC commits to partnering on IPIC, specifically by helping to steer the theoretical framework of the assessment, hosting a rating pilot and teacher training institute in year 2, co-presenting conference presentations throughout the life of the project, and co-authoring peer-reviewed publications. AELRC will also participate in the field testing by recruiting and compensating up to 60 participants in years 2 and 3.

I'm looking forward to extending our collaboration and bringing IPIC to the field.
Sincerely,

Margaret E. Malone, Ph.D.
Director

National Foreign Language Resource Center
nflrc.hawaii.edu

1859 East-West Road #106
Honolulu HI 96822-2322
nflrc@hawaii.edu
Phone: 808.956.9424

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

June 6, 2018

Dear Dr. Sykes:

I am writing with enthusiastic support of your Title VI Language Resource Center application focusing on increasing capacity and innovation in foreign language education through teacher support, increased curricular capacity, and meaningful assessment. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country.

Specifically, we look forward to partnering and jointly sponsoring a TED Talk-style event at ACTFL in the year 2022. The CASLS-sponsored presentation will focus on the value of comprehensive intercultural education, which supports the need and impact of a CASLS-funded intercultural simulation assessment, the Intercultural Pragmatic Interactional Competence (IPIC) Measure.

I look forward to partnering on this exciting opportunity to offer professional development for language educators.

Me ke aloha pumehana.

Julio C Rodríguez
NFLRC Director

Dr. Julie M. Sykes   June 11, 2018
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

I write in support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning through teaching support, innovative curricular initiatives, and meaningful assessments. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has deep experience in developing programs and services that enhance world language education and we look forward to continuing our collaboration.

I am most excited about the Virtual and Augmented Reality for Language Training (VAuLT) initiative. VAuLT promises to improve communication in world languages within professional contexts, and the series of virtual and augmented reality modules will target real-world, unscripted language customized to the needs of a variety of domains. The VAuLT modules meet the specific language learning needs of industry, social services, and other professional teams asking for a multilingual workforce, but still facing a scarcity of qualified employees with relevant language skills. The language and skills learners acquire as a result of the modules will be immediately usable and directly applicable. Furthermore, their development through teacher and student voices, as well as their connection to digital games will make them relevant for a variety of educational contexts.

The Center for Open Educational Resources and Language Learning (COERLL) is an enthusiastic partner in providing teacher support for the development of VAuLT modules. COERLL will host the summer professional development workshop in year 1 and collaborate with CASLS to host in year 3. These week-long summer design challenges will both inform curricular development a provide a unique, hands-on training component for instructors in how to incorporate VAuLT modules into their existing curriculum. I'm looking forward to extending the open educational resources available to the field through our VAuLT collaboration.

Sincerely,

Dr. Carl Blyth
Director, Center for Open Educational Resources and Language Learning (COERLL)
Associate Professor of French Linguistics, University of Texas, Austin

UNIVERSITY OF OREGON

June 1, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

It is with great enthusiasm that I write in support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning through teaching support, innovative curricular initiatives, and meaningful assessments. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country. With our Title VI NRC, we look forward to a continuing collaboration with the LRC around a bunch of exciting new projects.

I am most excited about the Virtual and Augmented Reality for Language Training (VAuLT) initiative. VAuLT promises to improve communication in world languages within professional contexts, and its series of virtual and augmented reality modules will target real-world, unscripted language customized to the needs of a variety of domains.

Most importantly, the VAuLT modules meet the specific language learning needs of industry, social services, and other professional teams asking for a multilingual workforce, but still facing a scarcity of qualified employees with relevant language skills. The modules enhance language classes by including lesson simulations in how to use vocabulary, grammar, and communication strategies most effectively within specific contexts. The language and skills that learners acquire as a result of the modules will be immediately usable and directly applicable.

The Center for Asian and Pacific Studies (CAPS) at the University of Oregon, as part of its Title VI National Resource Center grant application, is an enthusiastic partner in the development of VAuLT modules that explore thinking routines. CASLS will develop the templates, which will be broadly applicable to many languages, and CAPS will utilize these templates to develop VAuLT modules for those studying Asian languages.

We look forward to this innovative application of resources to the study of Asian languages and cultures.

Sincerely

Dr. Jeffrey E. Hanes
Director, Center for Asian and Pacific Studies
Associate Professor of History, University of Oregon

June 7, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

As the Director of Vanderbilt's Center for Latin American Studies (CLAS), I write in support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning. We are currently applying for Title VI NRC funding and look forward to investing funds in a collaboration with Center for Applied Second Language Studies (CASLS) at the University of Oregon to increase national capacity in international education. Your deep experience in successfully completing research and developing programs and services that enhance world language education in the United States makes CASLS an ideal partner for a new virtual language learning project.

The Virtual and Augmented Reality for Language Training (VAuLT)-LAS (Latin American Studies) initiative promises to improve world language instruction and enrollment. The series of virtual and augmented reality modules will target real-world, unscripted language customized to the needs of learners operating within a variety of domains. These VAuLT modules are different from traditional language classes as they include lesson simulations in how to use vocabulary, grammar, and communication strategies most effectively within specific contexts. The language and skills learners acquire will be immediately usable and applicable in a variety of contexts.

As part of our Title VI National Resource Center application, CLAS is an enthusiastic partner in the development of VAuLT-LAS modules for Mayan, Haitian Creole, and Portuguese. Dependent on a successful NRC grant proposal, Vanderbilt, in partnership with Tulane, will host the professional development workshops in Years 1 and 3, providing hands-on training for instructors for the development and incorporation of VAuLT-LAS modules into existing curriculum. We will also commit funds in Year 2 for module development in Mayan languages and in Year 4 for module development in Portuguese and Haitian Creole.

I look forward to extending the resources available for less commonly taught languages through our VAuLT collaboration.

Sincerely,

Dr. Edward (Ted) Fischer
Director, Vanderbilt Center for Latin American Studies

June 8, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

As Executive Director of Tulane's Stone Center for Latin American Studies (SCLAS), I write with enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning. We are currently applying for Title VI NRC funding and look forward to investing funds in a collaboration with Center for Applied Second Language Studies (CASLS) at the University of Oregon to increase national capacity in international education. Your deep experience in successfully completing research and developing programs and services that enhance world language education in the United States makes CASLS an ideal partner for a new virtual language learning project.

The Virtual and Augmented Reality for Language Training (VAuLT)-LAS (Latin American Studies) initiative promises to improve world language instruction and enrollment. The series of virtual and augmented reality modules will target real-world, unscripted language customized to the needs of learners operating within a variety of domains. These VAuLT modules are distinctly different from traditional language classes in that they include lesson simulations in how to use vocabulary, grammar, and communication strategies most effectively within specific contexts. The language and skills learners acquire as a result of the modules will be immediately usable and directly applicable in a variety of contexts.

As part of our Title VI National Resource Center application, the Stone Center is an enthusiastic partner in the development of VAuLT-LAS modules for Mayan, Haitian Creole, and Portuguese. Dependent on a successful NRC grant proposal, Tulane will co-host the professional development workshops in Years 1 and 3 at Vanderbilt, providing hands-on training for instructors for the development and incorporation of VAuLT-LAS modules into existing curriculum. We will also commit funds in Year 2 for module development in Mayan languages and in Year 4 for module development in Portuguese and Haitian Creole.

I look forward to extending the resources available for less commonly taught languages through our VAuLT collaboration.

Sincerely,

Thomas F. Reese
Executive Director

Tulane University

June 12, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dr. Sykes,

I write with enthusiastic support of your Title VI Language Resource Center application focusing on increased capacity and innovation in foreign language teaching and learning. We look forward to partnering with you to make best use of Title VI NRC resources to increase national capacity in international education. The Center for Applied Second Language Studies (CASLS) at the University of Oregon has over fifteen years' experience in successfully completing research and developing programs and services that enhance world language education in our country and we look forward to this new partnership.

The Virtual and Augmented Reality for Language Training (VAuLT)-LAS (Latin American Studies) initiative. VAuLT-LAS has promise to improve world language instruction and enrollment, and the series of virtual and augmented reality modules will target real-world, unscripted language customized to the needs of learners operating within a variety of domains. These VAuLT modules are distinctly different from traditional language classes in that they include lesson simulations in how to use vocabulary, grammar, and communication strategies most effectively within specific contexts. The language and skills learners acquire as a result of the modules will be immediately usable and directly applicable to learners studying to use language in a variety of contexts.

The Latin American and Iberian Institute (LAII) at the University of New Mexico, as part of our Title VI National Resource Center application, is an enthusiastic partner in the development of VAuLT-LAS modules for Quechua and Portuguese. Dependent on a successful NRC grant proposal, our Institute will send participants to the summer professional development workshops in years 1 and 3, which will provide a much needed hands-on training component for instructors in how to develop and incorporate VAuLT-LAS modules into their existing curricula. We will also commit funds in Year 2 for module development in Quechua and in Year 4 for module development in Portuguese.

I'm looking forward to extending the resources available for less commonly taught languages through our VAuLT collaboration.

Sincerely,

William D. Stanley
Director, Latin American and Iberian Institute

June 19, 2018

Dr. Julie M. Sykes
Associate Professor, Department of Linguistics
Director, Center for Applied Second Language Studies
5290 University of Oregon
Eugene, OR 97403

Dear Dr. Sykes:

On behalf of the Kimberly Green Latin American and Caribbean Center (LACC) at Florida International University, I would like to offer my strong support for your Title VI Language Resource Center application. LACC looks forward to partnering with you to multiply the impact of Title VI NRC resources and increase national capacity in international education. The Center for Applied Second Language Studies (CASLS) at the University of Oregon is recognized for its leadership and innovation related to quality programming designed to enhance world language education in the US and I am certain that our partnership will bring new successes to each of our programs.

The Virtual and Augmented Reality for Language Training (VAuLT)-LAS (Latin American Studies) initiative promises to improve world language instruction and enrollment through virtual and augmented reality modules. I appreciate how VAuLT modules are distinctly different from traditional language classes and include lesson simulations in how to use vocabulary, grammar, and communication strategies most effectively within specific contexts. Developing new and innovative modes of instruction is of particular interest to LACC and I am pleased to partner on the VAuLT initiative.

As part of our 2018 Title VI National Resource Center application, LACC requested support for training and development of VAuLT-LAS modules in Portuguese and Haitian Creole. More specifically, our center will send one FIU Portuguese and one Haitian Creole language faculty to the VAuLT professional development workshop in Year 3 and support the development of the modules in Portuguese and Haitian Creole in Year 4.

I look forward to our strengthening our partnership and working together to bring the VAuLT initiative to fruition.

Sincerely,

Frank O. Mora, PhD
Director

KIMBERLY GREEN LATIN AMERICAN AND CARIBBEAN CENTER
Steven J. Green School of International and Public Affairs

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PR/Award # P229A180005

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CENTER FOR APPLIED SECOND LANGUAGE STUDIES: PERFORMANCE MEASURE FORM (PMF)

Each of the project goals below constitute a synthesis of the three proposed initiatives. The goals represent a systemic approach to professional development, curriculum development, and research and dissemination.

PROJECT GOAL 1: Increase the availability of professional development opportunities for world language educators nationwide

Performance Measure 1: Design and facilitate nineteen face-to-face professional development opportunities focused on reflective practice, assessment, and curricular design by the end of the grant cycle

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Create and facilitate four K-12 and four community college faculty learning communities (FLCs) focused on reflective practice and e-portfolio implementation	**1ai**. Number of FLCs facilitated	Annual	Count data from FLC records	0	2	2	2	2
	1aii. Number of participants in faculty learning communities	Annual	Count data from FLC records	0	30	30	50	50
	1aiii. Percentage of perceived quality, usefulness, and relevance of FLCs	Biannual	Surveys and focus groups	0	80%	85%	90%	95%
1b. Create and facilitate four short-term institutes and symposia	**1bi**. Number of institutes and symposia	Annual	Count data of events	0	0	2	0	2
	1bii. Number of participants at events	Annual	Count data from events	0	n/a	80	n/a	130
	1biii. Percentage of perceived quality, usefulness, and relevance of events	Annual	Surveys and focus groups	0	n/a	85%	n/a	90%
1c. Create and facilitate eight design challenges	**1ci**. Number of design challenges facilitated	Annual	Count data from FLC records	0	3	1	3	1

for curricular development in three world language contexts	**1cii.** Number of participants in design challenges	Annual	Count data from FLC records	0	75	25	75	30
	1ciii. Percentage of perceived quality, usefulness, and relevance of design challenges	Biannual	Surveys, focus groups, and Advisory Board review	0	85%	85%	90%	90%

Performance Measure 2: Create, pilot, and disseminate seven online professional development opportunities focused on reflective practice and assessment

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Create, pilot, and disseminate four online training modules related to the use of reflective practice and e-portfolios in the world language classroom	**2ai**. Number of modules created and disseminated	Annual	Count of modules created	0	1	1	1	1
	2aii. Number of module users	Annual	Web analytic data	0	50	60	70	80
	3aiii. Percentage of perceived quality, usefulness, and relevance of modules	Biannual	Surveys, focus groups, and Advisory Board review	0	80%	85%	90%	95%
2b. Design and implement a one-on-one online mentoring system for world language teachers	**2bi**. Number of teacher participants	Annual	Count data events	0	0	0	100	150
	2bii. Percentage of perceived quality, usefulness, and relevance of mentoring system	Annual	Surveys, focus groups, and Advisory Board review	0	n/a	n/a	85%	95%
2c. Create and disseminate one set of teacher rating and training materials focused on intercultural, pragmatic, and interactional competence	**2ci**. Number of teacher rating and training materials created and revised	Annual	Count of resources	0	n/a	1	n/a	1
	2cii. Number of resource users	Annual	Web analytic data	0	n/a	50	n/a	100
	2ciii. Percentage of perceived quality, usefulness, and	Annual	Surveys and focus groups	0	n/a	85%	n/a	90%

	relevance of teacher rating and training materials									

PROJECT GOAL 2: Increase national curricular capacity through the creation of research-based, useful, and relevant learning materials

Performance Measure 1: Design and build two student e-portfolio enhancements for LinguaFolio Online (LFO) and a teacher e-portfolio, TELLfolio, to facilitate reflective practice

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Design and build e-portfolio export feature and the capability to integrate LFO in two learning management systems	**1ai**. Number of feature enhancements built	Annual	Count data	0	1	2	n/a	n/a
	1aii. Number of users	Annual	Web analytic data	42,000	45,000	50,000	52,000	55,000
	1aiii. Percentage of perceived quality, usefulness, and relevance of LFO enhancements	Annual	Surveys, focus groups, user testing, Advisory Board review	0	85%	85%	90%	90%
1b. Design, build, and implement TELLfolio, an e-portfolio for world language educators	**1bi**. Number of e-portfolio features built	Annual	Count data	0	2	1	1	n/a
	1bii. Number of users	Annual	Web analytics	0	n/a	100	150	250
	1biii. Percentage of perceived quality, usefulness, and relevance of TELLfolio	Annual	Surveys, focus groups, user testing, Advisory Board review	0	75%	80%	90%	95%

Performance Measure 2: Design, build, and pilot two measures (Chinese and Spanish),

delivered via digital simulations, to assess intercultural, pragmatic, and interactional competence

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Design, build, and pilot a digital assessment measure for Chinese	**2ai**. Number of simulation scenarios built	Annual	Count data from IPIC records	0	n/a	3	6	n/a
	2aii. Number of pilot participants	Annual	Pilot testing records	0	n/a	20	20	20
	2aiii. Percentage of perceived quality, usefulness, and relevance of Chinese IPIC Measure	Annual	Surveys, focus groups, user testing, Advisory Board review	0	85%	85%	90%	90%
2b. Design, build, and pilot a digital assessment measure for Spanish	**2bi**. Number of simulation scenarios built	Annual	Count data from IPIC records	0	9	n/a	n/a	n/a
	2bii. Number of pilot participants	Annual	Pilot testing records	0	20	20	n/a	n/a
	2biii. Percentage of perceived quality, usefulness, and relevance of Spanish IPIC Measure	Annual	Surveys, focus groups, user testing, Advisory Board review	0	80%	85%	90%	90%

Performance Measure 3: Design, build, and pilot twelve virtual (VR) and/or augmented reality (AR) language learning modules in three critical domains (i.e., social justice and digital games, thinking routines, and community LCTLs)

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Design, build, and pilot two VR/AR modules related to digital games and social justice based on stakeholder design challenge work	**2ai**. Number of modules built	Annual	Count data from VAuLT records	0	n/a	1	n/a	1
	2aii. Number of module users	Annual	Web data analytics	0	n/a	50	50	100
	2aiii. Percentage of perceived quality, usefulness, and relevance of modules	Annual	Surveys, focus groups, user testing, and Advisory Board review	0	85%	85%	90%	90%
2b. Design, build, and pilot seven VR/AR modules related to thinking routines based on stakeholder design challenge work	**2bi**. Number of modules built	Annual	Count data from VAuLT records	0	3	2	2	0
	2bii. Number of module users	Annual	Web data analytics	0	50	75	90	100
	2biii. Percentage of perceived quality, usefulness, and relevance of modules	Annual	Surveys, focus groups, user testing, and Advisory Board review	0	85%	85%	90%	90
2c. Design, build, and pilot three VR/AR modules for community LCTLs (Mayan, Haitian Creole, and Portuguese) based on stakeholder design challenge work	**2ci**. Number of modules built	Annual	Count data from VAuLT records	0	n/a	1	n/a	2
	2cii. Number of module users	Annual	Web data analytics	0	n/a	50	50	100
	2ciii. Percentage of perceived quality, usefulness, and relevance of modules	Annual	Surveys, focus groups, user testing, and Advisory Board review	0	85%	85%	90%	90%

PROJECT GOAL 3: Strengthen world language teaching and learning through research and dissemination efforts with national-level impact

Performance Measure 1: Publish a high-quality, customized professional development resource weekly

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Publish 52 issues of InterCom annually	**1ai**. Number of InterCom issues	Annual	Count data from InterCom database	0	52	104	156	208
	1aii. Percentage of perceived quality, usefulness, and relevance of InterCom	Annual	Surveys, Advisory Board review	0	60%	70%	80%	90%
1b. Conduct annual subscriber campaigns to increase readership 10% by 2022	**1bi**. Number of subscribers	Annual	Count data	3,061	3,153	3,214	3,275	3,367
	1bii. Percentage of annual increase	Annual	Count data	0	3%	5%	7%	10%
1c. Include LCTL and equity content in each issue	**1ci**. Total number of LCTL and equity-focused pieces	Annual	Count data from InterCom database	0	104	208	312	416
	1cii. Percentage of perceived quality, usefulness, and relevance of LCTL and equity content	Annual	Surveys, Advisory Board review	0	85%	85%	90%	95%

Performance Measure 2: Increase access to project resources, outcomes, and opportunities

through sixteen conference presentations

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2a. Prepare and deliver sixteen conference presentations	**2ai**. Number of conference presentations delivered	Annual	Count data from CASLS records	0	4	4	4	4
	2aii. Number of session participants	Annual	Count data from sessions	0	150	150	150	150
	2aiii. Percentage of perceived quality, usefulness, and relevance of presentations	Annual	Surveys	0	85%	85%	90%	95%

Performance Measure 3: Increase access to project resources, outcomes, and opportunities

through seven peer-reviewed publications

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
3a. Write and publish seven peer-reviewed publications	**3ai**. Number of peer-reviewed publications completed	Annual	Count data from CASLS records	0	1	2	1	3
	3aii. Percentage of perceived quality, usefulness, and relevance of publications	Annual	Advisory Board review	0	85%	85%	90%	95%
	3aiii. Percentage of publications relevant to LCTLs	Annual	Count data from CASLS records	0	80%	80%	80%	80%

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1237-UO_CASLS_Budget.pdf

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

To add more Budget Narrative attachments, please use the attachment buttons below.

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Center for Applied Second Language Studies: Budget Year 1

PERSONNEL	Role on Project	Inst. Salary	Monthly Salary	# of Months	% Effort	Requested
		Project Year 1 (8/15/18 - 8/14/19)				
Sykes, Julie*	Director, PI (AY salary)	$85,046.00	$9,449.56	9	35.0%	$29,766.10
Sykes, Julie*	Director, PI (Summer salary)	$28,348.67	$9,449.56	3	35.0%	$9,922.03
Knight, Stephanie*	Assistant Director	$66,840.00	$5,570.00	12	15.0%	$10,026.00
Gettler, Mandy*	Associate Director	$78,540.00	$6,545.00	12	15.0%	$11,781.00
Burnstein, Carl*	Educational Software Progra	$61,837.00	$5,153.08	12	14.0%	$8,657.18
Daradics, Christopher*	Language Technician	$45,678.00	$3,806.50	12	10.0%	$4,567.80
Forrest, Linda*	Research Director	$73,149.00	$6,095.75	12	15.0%	$10,972.35
Larsen, Kim*	Office Specialist 2	$36,546.00	$3,045.50	12	5.0%	$1,827.30
Marean, Lindsay*	InterCom Editor	$43,097.00	$3,591.42	12	10.0%	$4,309.70
Morison, Scott*	Educational Software Engin	$57,072.00	$4,756.00	12	10.0%	$5,707.20
TBH*	Graphic Designer	$40,000.00	$3,333.33	12	10.0%	$4,000.00
					Subtotal	**$101,536.66**
FRINGE BENEFITS		**Salary**			**Fringe**	**Total**
Sykes, Julie*	Director, PI (AY salary)	$29,766.10			50.80%	$15,121.18
Sykes, Julie*	Director, PI (Summer salary)	$9,922.03			30.40%	$3,016.30
Knight, Stephanie*	Assistant Director	$10,026.00			75.30%	$7,549.58
Gettler, Mandy*	Associate Director	$11,781.00			75.30%	$8,871.09
Burnstein, Carl*	Educational Software Progra	$8,657.18			79.80%	$6,908.43
Daradics, Christopher*	Language Technician	$4,567.80			75.30%	$3,439.55
Forrest, Linda*	Research Director	$10,972.35			75.30%	$8,262.18
Larsen, Kim*	Office Specialist 2	$1,827.30			94.70%	$1,730.45
Marean, Lindsay*	InterCom Editor	$4,309.70			75.30%	$3,245.20
Morison, Scott*	Educational Software Engin	$5,707.20			75.30%	$4,297.52
TBH*	Graphic Designer	$4,000.00			94.70%	$3,788.00
					Subtotal	**$66,229.49**
TRAVEL	**Description**	**Frequency**	**Instance**		**Cost**	**Total**
ACTFL (Sykes; New Orleans, DC, San Antonio, San Diego)*		1	1		$1,636	$1,636.00
IPIC Partner Meeting and Pilot Workshop (Skyes & Forrest; DC)*						$0.00
VAuLT Summer workshop (Sykes & Knight; Austin)*		1	2		$2,340	$4,680.00
VAuLT Summer workshop, NRC (Sykes; Nashville)*		1	1		$1,616	$1,616.00
					Subtotal	**$7,932.00**
EQUIPMENT	**Description**	**Frequency**			**Cost**	**Total**
360-degree camera for VAuLT*		2			$300	$600.00
					Subtotal	**$600.00**
SUPPLIES	**Description**	**Frequency**			**Cost**	**Total**
ACTFL exhibit booth & promotional materials*		1			$3,700	$3,700.00
					Subtotal	**$3,700.00**
OTHER EXPENSES	**Description**	**Frequency**			**Cost**	**Total**
IPIC Rating Training Institute to Assess Intercultural Competence (Eugene)*						$0.00
External advisor		1			$1,500	$1,500.00
External speaker honorarium						$0.00
ICC scholarship support		2			$150	$300.00
					Subtotal	**$1,800.00**
						Total
SUBTOTAL DIRECT COSTS						**$181,798.15**
MODIFIED TOTAL DIRECT COSTS						$181,798.15
TOTAL INDIRECT COSTS					**8.00%**	**$14,543.85**
TOTAL COSTS REQUESTED						**$196,342.00**

Center for Applied Second Language Studies: Budget Year 2

PERSONNEL	Role on Project	Inst. Salary	Monthly Salary	# of Months	% Effort	Requested
			Project Year 2 (8/15/19 - 8/14/20)			
Sykes, Julie*	Director, PI (AY salary)	$87,597.38	$9,733.04	9	35.0%	$30,659.08
Sykes, Julie*	Director, PI (Summer salary)	$29,199.13	$9,733.04	3	35.0%	$10,219.69
Knight, Stephanie*	Assistant Director	$68,845.20	$5,737.10	12	15.0%	$10,326.78
Gettler, Mandy*	Associate Director	$80,896.20	$6,741.35	12	15.0%	$12,134.43
Burnstein, Carl*	Educational Software Progra	$63,692.11	$5,307.68	12	10.0%	$6,369.21
Daradics, Christopher*	Language Technician	$47,048.34	$3,920.70	12	10.0%	$4,704.83
Forrest, Linda*	Research Director	$75,343.47	$6,278.62	12	15.0%	$11,301.52
Larsen, Kim*	Office Specialist 2	$37,642.38	$3,136.87	12	5.0%	$1,882.12
Marean, Lindsay*	InterCom Editor	$44,389.91	$3,699.16	12	10.0%	$4,438.99
Morison, Scott*	Educational Software Engin	$58,784.16	$4,898.68	12	10.0%	$5,878.42
TBH*	Graphic Designer	$41,200.00	$3,433.33	12	9.0%	$3,708.00
					Subtotal	**$101,623.08**

FRINGE BENEFITS		Salary			Fringe	Total
Sykes, Julie*	Director, PI (AY salary)	$30,659.08			54.70%	$16,770.52
Sykes, Julie*	Director, PI (Summer salary)	$10,219.69			33.50%	$3,423.60
Knight, Stephanie*	Assistant Director	$10,326.78			79.90%	$8,251.10
Gettler, Mandy*	Associate Director	$12,134.43			79.90%	$9,695.41
Burnstein, Carl*	Educational Software Progra	$6,369.21			84.60%	$5,388.35
Daradics, Christopher*	Language Technician	$4,704.83			79.90%	$3,759.16
Forrest, Linda*	Research Director	$11,301.52			79.90%	$9,029.91
Larsen, Kim*	Office Specialist 2	$1,882.12			99.50%	$1,872.71
Marean, Lindsay*	InterCom Editor	$4,438.99			79.90%	$3,546.75
Morison, Scott*	Educational Software Engin	$5,878.42			79.90%	$4,696.85
TBH*	Graphic Designer	$3,708.00			99.50%	$3,689.46
					Subtotal	**$70,123.83**

TRAVEL	Description	Frequency	Instance		Cost	Total
ACTFL (Sykes; New Orleans, DC, San Antonio, San Diego)*		1	1		$1,810	$1,810.00
IPIC Partner Meeting and Pilot Workshop (Skyes & Forrest; DC)*		1	2		$1,510	$3,020.00
VAuLT Summer workshop (Sykes & Knight; Austin)*						$0.00
VAuLT Summer workshop, NRC (Sykes; Nashville)*						$0.00
					Subtotal	**$4,830.00**

EQUIPMENT	Description	Frequency			Cost	Total
360-degree camera for VAuLT*						$0.00
					Subtotal	**$0.00**

SUPPLIES	Description	Frequency			Cost	Total
ACTFL exhibit booth & promotional materials*		1			$3,700	$3,700.00
					Subtotal	**$3,700.00**

OTHER EXPENSES	Description	Frequency			Cost	Total
IPIC Rating Training Institute to Assess Intercultural Competence (Eugene)*						$0.00
External advisor		1			$1,500	$1,500.00
External speaker honorarium						$0.00
ICC scholarship support		2			$150	$300.00
					Subtotal	**$1,800.00**

						Total
SUBTOTAL DIRECT COSTS						**$182,076.91**
MODIFIED TOTAL DIRECT COSTS						$182,076.91
TOTAL INDIRECT COSTS					8.00%	**$14,566.15**
TOTAL COSTS REQUESTED						**$196,643.06**

Center for Applied Second Language Studies: Budget Year 3

PERSONNEL	Role on Project	Inst. Salary	Monthly Salary	# of Months	% Effort	Requested
			Project Year 3 (8/15/20 - 8/14/21)			
Sykes, Julie*	Director, PI (AY salary)	$90,225.30	$10,025.03	9	35.0%	$31,578.86
Sykes, Julie*	Director, PI (Summer salary)	$30,075.10	$10,025.03	3	35.0%	$10,526.29
Knight, Stephanie*	Assistant Director	$70,910.56	$5,909.21	12	15.0%	$10,636.58
Gettler, Mandy*	Associate Director	$83,323.09	$6,943.59	12	15.0%	$12,498.46
Burnstein, Carl*	Educational Software Progra	$65,602.87	$5,466.91	12	10.0%	$6,560.29
Daradics, Christopher*	Language Technician	$48,459.79	$4,038.32	12	10.0%	$4,845.98
Forrest, Linda*	Research Director	$77,603.77	$6,466.98	12	15.0%	$11,640.57
Larsen, Kim*	Office Specialist 2	$38,771.65	$3,230.97	12	5.0%	$1,938.58
Marean, Lindsay*	InterCom Editor	$45,721.61	$3,810.13	12	10.0%	$4,572.16
Morison, Scott*	Educational Software Engin	$60,547.68	$5,045.64	12	10.0%	$6,054.77
TBH*	Graphic Designer	$42,436.00	$3,536.33	12	5.0%	$2,121.80
					Subtotal	**$102,974.33**
FRINGE BENEFITS		**Salary**			**Fringe**	**Total**
Sykes, Julie*	Director, PI (AY salary)	$31,578.86			54.70%	$17,273.63
Sykes, Julie*	Director, PI (Summer salary)	$10,526.29			33.50%	$3,526.31
Knight, Stephanie*	Assistant Director	$10,636.58			80.20%	$8,530.54
Gettler, Mandy*	Associate Director	$12,498.46			80.20%	$10,023.77
Burnstein, Carl*	Educational Software Progra	$6,560.29			84.40%	$5,536.88
Daradics, Christopher*	Language Technician	$4,845.98			80.20%	$3,886.48
Forrest, Linda*	Research Director	$11,640.57			80.20%	$9,335.73
Larsen, Kim*	Office Specialist 2	$1,938.58			99.10%	$1,921.14
Marean, Lindsay*	InterCom Editor	$4,572.16			80.20%	$3,666.87
Morison, Scott*	Educational Software Engin	$6,054.77			80.20%	$4,855.92
TBH*	Graphic Designer	$2,121.80			99.10%	$2,102.70
					Subtotal	**$70,659.97**
TRAVEL	**Description**	**Frequency**	**Instance**		**Cost**	**Total**
ACTFL (Sykes; New Orleans, DC, San Antonio, San Diego)*		1	1		$1,564	$1,564.00
IPIC Partner Meeting and Pilot Workshop (Skyes & Forrest; DC)*						$0.00
VAuLT Summer workshop (Sykes & Knight; Austin)*						$0.00
VAuLT Summer workshop, NRC (Sykes; Nashville)*		1	1		$1,616	$1,616.00
					Subtotal	**$3,180.00**
EQUIPMENT	**Description**	**Frequency**			**Cost**	**Total**
360-degree camera for VAuLT*						$0.00
					Subtotal	**$0.00**
SUPPLIES	**Description**	**Frequency**			**Cost**	**Total**
ACTFL exhibit booth & promotional materials*		1			$3,700	$3,700.00
					Subtotal	**$3,700.00**
OTHER EXPENSES	**Description**	**Frequency**			**Cost**	**Total**
IPIC Rating Training Institute to Assess Intercultural Competence (Eugene)*						$0.00
External advisor		1			$1,500	$1,500.00
External speaker honorarium						$0.00
ICC scholarship support		2			$150	$300.00
					Subtotal	**$1,800.00**
						Total
SUBTOTAL DIRECT COSTS						**$182,314.31**
MODIFIED TOTAL DIRECT COSTS						$182,314.31
TOTAL INDIRECT COSTS					8.00%	**$14,585.14**
TOTAL COSTS REQUESTED						**$196,899.45**

Center for Applied Second Language Studies: Budget Year 4

PERSONNEL	Role on Project	Inst. Salary	Monthly Salary	# of Months	% Effort	Requested
			Project Year 4 (8/15/21 - 8/14/22)			
Sykes, Julie*	Director, PI (AY salary)	$92,932.06	$10,325.78	9	28.0%	$26,020.98
Sykes, Julie*	Director, PI (Summer salary)	$30,977.35	$10,325.78	3	28.0%	$8,673.66
Knight, Stephanie*	Assistant Director	$73,037.87	$6,086.49	12	15.0%	$10,955.68
Gettler, Mandy*	Associate Director	$85,822.78	$7,151.90	12	15.0%	$12,873.42
Burnstein, Carl*	Educational Software Progra	$67,570.96	$5,630.91	12	10.0%	$6,757.10
Daradics, Christopher*	Language Technician	$49,913.58	$4,159.47	12	10.0%	$4,991.36
Forrest, Linda*	Research Director	$79,931.89	$6,660.99	12	15.0%	$11,989.78
Larsen, Kim*	Office Specialist 2	$39,934.80	$3,327.90	12	5.0%	$1,996.74
Marean, Lindsay*	InterCom Editor	$47,093.26	$3,924.44	12	10.0%	$4,709.33
Morison, Scott*	Educational Software Engin	$62,364.12	$5,197.01	12	10.0%	$6,236.41
TBH*	Graphic Designer	$43,709.08	$3,642.42	12	5.0%	$2,185.45
					Subtotal	**$97,389.90**
FRINGE BENEFITS		**Salary**			**Fringe**	**Total**
Sykes, Julie*	Director, PI (AY salary)	$26,020.98			59.30%	$15,430.44
Sykes, Julie*	Director, PI (Summer salary)	$8,673.66			37.10%	$3,217.93
Knight, Stephanie*	Assistant Director	$10,955.68			85.60%	$9,378.06
Gettler, Mandy*	Associate Director	$12,873.42			85.60%	$11,019.64
Burnstein, Carl*	Educational Software Progra	$6,757.10			90.10%	$6,088.14
Daradics, Christopher*	Language Technician	$4,991.36			85.60%	$4,272.60
Forrest, Linda*	Research Director	$11,989.78			85.60%	$10,263.25
Larsen, Kim*	Office Specialist 2	$1,996.74			104.80%	$2,092.58
Marean, Lindsay*	InterCom Editor	$4,709.33			85.60%	$4,031.18
Morison, Scott*	Educational Software Engin	$6,236.41			85.60%	$5,338.37
TBH*	Graphic Designer	$2,185.45			104.80%	$2,290.36
					Subtotal	**$73,422.57**
TRAVEL	**Description**	**Frequency**	**Instance**		**Cost**	**Total**
ACTFL (Sykes; New Orleans, DC, San Antonio, San Diego)*		1	2		$1,551	$3,102.00
IPIC Partner Meeting and Pilot Workshop (Skyes & Forrest; DC)*						$0.00
VAuLT Summer workshop (Sykes & Knight; Austin)*						$0.00
VAuLT Summer workshop, NRC (Sykes; Nashville)*						$0.00
					Subtotal	**$3,102.00**
EQUIPMENT	**Description**	**Frequency**			**Cost**	**Total**
360-degree camera for VAuLT*						$0.00
					Subtotal	**$0.00**
SUPPLIES	**Description**	**Frequency**			**Cost**	**Total**
ACTFL exhibit booth & promotional materials*		1			$3,700	$3,700.00
					Subtotal	**$3,700.00**
OTHER EXPENSES	**Description**	**Frequency**	**Instance**		**Cost**	**Total**
IPIC Rating Training Institute to Assess Intercultural Competence (Eugene)*		2	15		$34.50	$1,035.00
External advisor		1			$1,500	$1,500.00
External speaker honorarium		1			$500	$500.00
ICC scholarship support		2			$150	$300.00
					Subtotal	**$3,335.00**
						Total
SUBTOTAL DIRECT COSTS						**$180,949.47**
MODIFIED TOTAL DIRECT COSTS						**$180,949.47**
TOTAL INDIRECT COSTS					8.00%	**$14,475.96**
TOTAL COSTS REQUESTED						**$195,425.42**

CENTER FOR APPLIED SECOND LANGUAGE STUDIES (CASLS): BUDGET NARRATIVE

All rates used to calculate this budget are based on Oregon state guidelines and University of

Oregon policy. Salary levels are based on the current rate with an annual 3% increase. Items in

the line-item budget with an asterisk related to competitive preference priorities.

YEAR 1

Personnel

CASLS Director Dr. Julie Sykes will contribute 35% of her time to serve as principal

investigator. Dr. Sykes will oversee all of the proposed initiatives to ensure quality and maximize

efficient use of funds. In addition to this oversight, for Initiative 1: Reflective Practice with

LinguaFolio Online (LFO), she will directly lead the faculty learning community at Lane

Community College. For Initiative 2: Intercultural, Pragmatic, and Interactional Competence

(IPIC) Measure, Dr. Sykes and Dr. Forrest will build the IPIC measure in two languages. For

Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT), Dr. Sykes and Ms.

Knight will lead the development of the digital games and social justice modules and the Mayan

languages modules. Dr. Sykes, Ms. Gettler, and Mr. Daradics will lead the development of the

thinking routines modules.

CASLS Assistant Director Ms. Stephanie Knight will contribute 15% of her time to the

completion of each project. For Initiative 1: LFO, Ms. Knight will lead the faculty learning

community within the National Council of State Supervisors for Languages (NCSSFL). For

Initiative 3: VAuLT, Ms. Knight and Dr. Sykes will lead the development of the digital games

and social justice modules as well as the Mayan languages modules.

CASLS Associate Director Mandy Gettler will contribute 15% of her time to the

development of the thinking routines VAuLT modules. Ms. Gettler will also administer project

dissemination by overseeing InterCom, creating promotional materials, coordinating social media efforts, and maintaining project websites and online databases. She will communicate with partners about project activities and help manage partnerships with other Title VI centers.

CASLS Educational Software Programmer Mr. Carl Burnstein will contribute 14% of his time. Mr. Burnstein will code the portfolio export feature for LFO with Mr. Morison and code the TELLfolio platform to include self-assessment and goal setting features.

CASLS Language Technician Mr. Christopher Daradics will contribute 10% FTE to pilot the IPIC measure and to work with Ms. Gettler on the development and pilot of the thinking routines VAuLT modules.

CASLS Research Director Dr. Linda Forrest will contribute 15% FTE in year 1 to lead the research components of each of the projects. In addition, Dr. Forrest will focus on Initiative 2: the IPIC measure by overseeing the theoretical framework and development of the test in two languages, alongside Dr. Sykes.

CASLS Office Specialist Kim Larsen will contribute 5% of her time to the grant in year 1. In addition to her regular job responsibilities, Ms. Larsen will offer assistance to the project team in preparation for the VAuLT summer workshops in Austin and in Nashville. She will make arrangements for the workshops in addition to working with the project team to curate materials.

CASLS InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 1. She will lead the curation of each InterCom issue, ensuring that each week includes an original topic of the week discussing a component of second language acquisition or language pedagogy, a usable classroom activity, and a collection of articles tagged by language, focus, and level.

CASLS Educational Software Engineer Scott Morison will contribute 10% of his time in year 1 to code the portfolio export feature for LFO with Mr. Burnstein and to development the

database infrastructure and code for the TELLfolio platform to include self-assessment and goal setting features.

CASLS will hire a graphic designer who will contribute 10% FTE in year 1. The graphic designer will design dissemination materials for all three initiatives. The position will also work with Ms. Gettler to plan and develop exhibit materials during the annual American Council on the Teaching of Foreign Languages (ACTFL) convention, which serves as one core component of project dissemination. The graphic designer will also design the user interface for TELLfolio.

Fringe Benefits

The fringe benefit rate applied throughout the grant period is:

Employee Type	*Year 1 FY19*	*Year 2 FY20*	*Year 3 FY21*	*Year 4 FY22*
Faculty on twelve-month contracts	75.3%	79.9%	80.2%	85.6%
Faculty on nine-month contracts	50.8%	54.7%	54.7%	59.3%
Faculty on nine-month contracts during summer	30.4%	33.5%	33.5%	37.1%
Hourly classified skilled and clerical employees	94.7%	99.5%	99.1%	104.8%
Hourly classified technical employees	79.8%	84.6%	84.4%	90.1%
Student employees	3.0%	3.6%	4.9%	4.9%

Fringe benefit rates can be found on the University of Oregon Sponsored Project Services (SPS) website at http://orsa.uoregon.edu/web/proposals/budget/quick_reference.pdf and on the Budget and Resource Planning website at https://brp.uoregon.edu/content/blended-ope-process.

Travel

The budget includes travel for PI Dr. Sykes to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The 2018 conference will be held in New Orleans. The expenses include an estimated $300 for conference registration, an estimated $700 for airfare, the GSA per diem rate for lodging at $148 per night for three nights and the GSA per

diem rate for meals at $64 per day for three days. ACTFL is a critical dissemination and collaboration meeting for all Language Resource Centers.

The budget includes travel for PI Dr. Sykes and Ms. Knight to attend the VAuLT summer workshop hosted in Austin, Texas, as part of the collaboration with the Center on Open Educational Resources and Language Learning (COERLL). For each person, the expenses include an estimated $700 for airfare, the GSA per diem rate for lodging at $146 per night for eight nights, and the GSA per diem for meals at $59 per day for eight days.

The budget includes travel for PI Dr. Sykes to attend the VAuLT summer workshop hosted in Nashville, as part of the collaboration with the Title VI NRC consortium. The expenses include an estimated $700 for airfare, the GSA per diem rate for lodging at $170 per night for four nights, and the GSA per diem for meals at $59 per day for four days.

Equipment

The budget includes a request to purchase two 360-degree cameras at an estimated $300 each to be used to create the virtual reality content for the VAuLT modules.

Supplies

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention, a core dissemination activity, includes $600 for developing promotional materials, $400 for shipping, $1,400 for renting exhibit space, and $1,300 for renting furniture. The total line item is thus $3,700.

Other Expenses

CASLS will provide a stipend of $1,500 for one external advisor. The advisor will review work on all three of the proposed initiatives and provide feedback to guide improvements.

CASLS will support the Intercultural Competence Conference (ICC) hosted by Center for Educational Resources in Culture, Language & Literacy (CERCLL) at the Univeristy of Arizona by offering two $150 scholarships for attendees. The ICC supports the theoretical development and educational outreach of the IPIC measure.

Indirect Cost

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The F&A rate applied to on-campus research is 47.5%. However, the agency-restricted indirect cost rate of 8% is budgeted.

YEAR 2

Personnel

CASLS Director Dr. Julie Sykes will contribute 35% of her time to serve as principal investigator. Dr. Sykes will oversee all of the proposed initiatives to ensure quality and maximize efficient use of funds. In addition to this oversight, for Initiative 1: Reflective Practice with LinguaFolio Online (LFO), she will directly lead the faculty learning community at Lane Community College. She will also co-lead the Center for Advanced Research on Language Acquisition (CARLA) summer institute with Ms. Knight. For Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure, Dr. Sykes and Dr. Forrest will build the IPIC measure in two languages and conduct the rating pilot and teacher training institute in Washington, D.C. For Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT), Dr. Sykes, Ms. Gettler, and Mr. Daradics will lead the development of the thinking routines modules. She will also oversee the development and pilot for one module in a less commonly taught language related to digital games and social justice.

CASLS Assistant Director Ms. Stephanie Knight will contribute 15% of her time to the completion of each project. For LFO, Ms. Knight will lead the faculty learning community within the National Council of State Supervisors for Languages (NCSSFL) and the development of the online training module related to the integration of LFO into various learning management systems. Ms. Knight and Dr. Sykes will also lead the summer institute with CARLA. For VAuLT, Ms. Knight will lead the development of one module in four Mayan languages.

CASLS Associate Director Mandy Gettler will contribute 15% of her time to the development and pilot of the thinking routines VAuLT modules. Ms. Gettler will also administer project dissemination by overseeing InterCom, creating promotional materials, coordinating social media efforts, and maintaining project websites and online databases. She will communicate with partners about project activities and help manage partnerships with other Title VI centers.

CASLS Educational Software Programmer Mr. Carl Burnstein will contribute 10% of his time. Mr. Burnstein will pilot the portfolio export feature for LFO with Mr. Morison, begin the development of LFO integration tools for other learning management systems, and code the TELLfolio platform to include evidence upload features.

CASLS Language Technician Mr. Christopher Daradics will contribute 10% FTE to pilot the IPIC measure and to work with Ms. Gettler on the development and pilot of the thinking routines VAuLT modules.

CASLS Research Director Dr. Linda Forrest will contribute 15% FTE in year 2 to lead the research components of each of the projects. In addition, Dr. Forrest will focus on the IPIC measure by overseeing the development of the test in two languages and conducting the rating pilot and teacher training institute with Dr. Sykes in Washington, D.C.

CASLS Office Specialist Kim Larsen will contribute 5% of her time to the grant in year 2. In addition to her regular job responsibilities, Ms. Larsen will offer assistance to the project team in preparation for the IPIC measure partner meeting and pilot workshop in Washington, D.C. She will make arrangements for the workshop in addition to working with the project team to curate materials.

CASLS InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 2. She will lead the curation of each InterCom issue, ensuring that each week includes an original topic of the week discussing a component of second language acquisition or language pedagogy, a usable classroom activity, and a collection of articles tagged by language, focus, and level.

CASLS Educational Software Engineer Scott Morison will contribute 10% of his time in year 2 to pilot the portfolio export feature for LFO with Mr. Burnstein, begin the development of LFO integration tools for other learning management systems, and code the TELLfolio platform to include evidence upload features.

CASLS will hire a graphic designer who will contribute 9% FTE in year 2 to work with Ms. Gettler to plan and develop exhibit materials during the annual American Council on the Teaching of Foreign Languages (ACTFL) convention, which serves as one core component of project dissemination. The graphic designer will also design the user interface for TELLfolio.

Fringe Benefits

The fringe benefit rate applied throughout the grant period is:

Employee Type	Year 1 FY19	Year 2 FY20	Year 3 FY21	Year 4 FY22
Faculty on twelve-month contracts	75.3%	79.9%	80.2%	85.6%
Faculty on nine-month contracts	50.8%	54.7%	54.7%	59.3%
Faculty on nine-month contracts during summer	30.4%	33.5%	33.5%	37.1%
Hourly classified skilled and clerical employees	94.7%	99.5%	99.1%	104.8%

Hourly classified technical employees	79.8%	84.6%	84.4%	90.1%
Student employees	3.0%	3.6%	4.9%	4.9%

Fringe benefit rates can be found on the University of Oregon Sponsored Project Services (SPS) website at http://orsa.uoregon.edu/web/proposals/budget/quick_reference.pdf and on the Budget and Resource Planning website at https://brp.uoregon.edu/content/blended-ope-process.

Travel

The budget includes travel for PI Dr. Sykes to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The 2019 conference will be held in Washington, D.C. The expenses include an estimated $300 for conference registration, an estimated $700 for airfare, the GSA per diem rate for lodging at $201 per night for three nights and the GSA per diem rate for meals at $69 per day for three days. ACTFL is a critical dissemination and collaboration meeting for all Language Resource Centers.

The budget includes travel for PI Dr. Sykes and Dr. Forrest to attend the IPIC measure partner meeting and summer workshop hosted in Washington, D.C., as part of the collaboration with the Assessment and Evaluation Language Resource Center (AELRC). For each person, the expenses include an estimated $700 for airfare, the GSA per diem rate for lodging at $201 per night for three nights, and the GSA per diem for meals at $69 per day for three days.

Equipment

No equipment is requested in year 2.

Supplies

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention, a core dissemination activity, includes $600 for developing

promotional materials, $400 for shipping, $1,400 for renting exhibit space, and $1,300 for renting furniture. The total line item is thus $3,700.

Other Expenses

CASLS will provide a stipend of $1,500 for one external advisor. The advisor will review work on all three of the proposed initiatives and provide feedback to guide improvements.

CASLS will support the Intercultural Competence Conference (ICC) hosted by Center for Educational Resources in Culture, Language & Literacy (CERCLL) at the Univeristy of Arizona by offering two $150 scholarships for attendees. The ICC supports the theoretical development and educational outreach of the IPIC measure.

Indirect Cost

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The F&A rate applied to on-campus research is 47.5%. However, the agency-restricted indirect cost rate of 8% is budgeted.

YEAR 3

Personnel

CASLS Director Dr. Julie Sykes will contribute 35% of her time to serve as principal investigator. Dr. Sykes will oversee all of the proposed initiatives to ensure quality and maximize efficient use of funds. In addition to this oversight, for Initiative 1: Reflective Practice with LinguaFolio Online (LFO), she will directly lead the faculty learning community at Lane Community College. For Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure, Dr. Sykes and Dr. Forrest will build the test in two languages and revise materials and teacher training resources. For Initiative 3: Virtual and Augmented Reality for

Language Training (VAuLT), Dr. Sykes and Ms. Knight will lead the design challenge for the digital games and social justice modules.

CASLS Assistant Director Ms. Stephanie Knight will contribute 15% of her time to the completion of each project. For LFO, Ms. Knight will lead the faculty learning community within the National Council of State Supervisors for Languages (NCSSFL) and the development of the sample lesson plan for integrating LFO into community colleges and the one-to-one mentoring infrastructure for TELLfolio with Mr. Daradics. For VAuLT, Ms. Knight will work with Dr. Sykes to lead the design challenge for the digital games and social justice modules and for the Haitian Creole and Portuguese modules.

CASLS Associate Director Mandy Gettler will contribute 15% of her time to administer project dissemination by overseeing InterCom, creating promotional materials, coordinating social media efforts, and maintaining project websites and online databases. She will communicate with partners about project activities and help manage partnerships with other Title VI centers.

CASLS Educational Software Programmer Mr. Carl Burnstein will contribute 10% of his time. Mr. Burnstein will revise the portfolio export feature for LFO with Mr. Morison and continue the development of LFO integration tools for other learning management systems.

CASLS Language Technician Mr. Christopher Daradics will contribute 10% FTE. For LFO, he will work with Ms. Knight to develop the one-to-one peer mentoring infrastructure for TELLfolio. For the IPIC measure, he will continue to pilot and field test it in both languages. For VAuLT, he will lead the design challenge for the thinking routines modules, and build and pilot two thinking routine modules.

CASLS Research Director Dr. Linda Forrest will contribute 15% FTE in year 3 to lead the research components of each of the projects. In addition, Dr. Forrest will focus on the IPIC measure by working with Dr. Sykes to revise rating materials and teacher training resources.

CASLS Office Specialist Kim Larsen will contribute 5% of her time to the grant in year 3. In addition to her regular job responsibilities, Ms. Larsen will offer assistance to the project team in preparation for the VAuLT summer workshop hosted in Nashville for the indigenious language modules. She will make arrangements for the workshop in addition to working with the project team to curate materials.

CASLS InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 3. She will lead the curation of each InterCom issue, ensuring that each week includes an original topic of the week discussing a component of second language acquisition or language pedagogy, a usable classroom activity, and a collection of articles tagged by language, focus, and level.

CASLS Software Engineer Scott Morison will contribute 10% of his time in year 3. Mr. Morison will revise the portfolio export feature for LFO with Mr. Burnstein and continue the development of LFO integration tools for other learning management systems.

CASLS will hire a graphic designer who will contribute 5% FTE in year 3 to work with Ms. Gettler to plan and develop exhibit materials during the annual American Council on the Teaching of Foreign Languages (ACTFL) convention, which serves as one core component of project dissemination.

Fringe Benefits

The fringe benefit rate applied throughout the grant period is:

Employee Type	Year 1 FY19	Year 2 FY20	Year 3 FY21	Year 4 FY22
Faculty on twelve-month contracts	75.3%	79.9%	80.2%	85.6%
Faculty on nine-month contracts	50.8%	54.7%	54.7%	59.3%

Faculty on nine-month contracts during summer	30.4%	33.5%	33.5%	37.1%
Hourly classified skilled and clerical employees	94.7%	99.5%	99.1%	104.8%
Hourly classified technical employees	79.8%	84.6%	84.4%	90.1%
Student employees	3.0%	3.6%	4.9%	4.9%

Fringe benefit rates can be found on the University of Oregon Sponsored Project Services (SPS) website at http://orsa.uoregon.edu/web/proposals/budget/quick_reference.pdf and on the Budget and Resource Planning website at https://brp.uoregon.edu/content/blended-ope-process.

Travel

The budget includes travel for PI Dr. Sykes to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The 2020 conference will be held in San Antonio. The expenses include an estimated $300 for conference registration, an estimated $700 for airfare, the GSA per diem rate for lodging at $124 per night for three nights and the GSA per diem rate for meals at $64 per day for three days. ACTFL is a critical dissemination and collaboration meeting for all Language Resource Centers.

The budget includes travel for PI Dr. Sykes to attend the VAuLT summer workshop hosted in Nashville, as part of the collaboration with the Title VI NRC consortium. The expenses include an estimated $700 for airfare, the GSA per diem rate for lodging at $170 per night for four nights, and the GSA per diem for meals at $59 per day for four days.

Equipment

No equipment is requested in year 3.

Supplies

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention, a core dissemination activity, includes $600 for developing

promotional materials, $400 for shipping, $1,400 for renting exhibit space, and $1,300 for renting furniture. The total line item is thus $3,700.

Other Expenses

CASLS will provide a stipend of $1,500 for one external advisor. The advisor will review work on all three of the proposed initiatives and provide feedback to guide improvements.

CASLS will support the Intercultural Competence Conference (ICC) hosted by Center for Educational Resources in Culture, Language & Literacy (CERCLL) at the Univeristy of Arizona by offering two $150 scholarships for attendees. The ICC supports the theoretical development and educational outreach of the IPIC measure.

Indirect Cost

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The F&A rate applied to on-campus research is 47.5%. However, the agency-restricted indirect cost rate of 8% is budgeted.

YEAR 4

Personnel

CASLS Director Dr. Julie Sykes will contribute 28% of her time to serve as principal investigator. Dr. Sykes will oversee all of the proposed initiatives to ensure quality and maximize efficient use of funds. In addition to this oversight, for Initiative 1: Reflective Practice with LinguaFolio Online (LFO), she will directly lead the faculty learning community at Lane Community College. For Initiative 2: Intercultural, Pragmatic, and Interactional Competence (IPIC) Measure, Dr. Sykes and Dr. Forrest will finalize the IPIC measure in two languages and the rating materials and teacher training resources. Dr. Sykes will also co-lead the rating pilot

and teacher training institute with Dr. Forrest. For Initiative 3: Virtual and Augmented Reality for Language Training (VAuLT), Dr. Sykes will build and pilot one digital game and social justice module for a less commonly taught language.

CASLS Assistant Director Ms. Stephanie Knight will contribute 15% of her time to the completion of each project. For LFO, Ms. Knight will lead the faculty learning community within the National Council of State Supervisors for Languages (NCSSFL) and the development of the sample lesson plan for integrating LFO into middle and high schools. She and Mr. Daradics will also pilot and revise the one-to-one mentoring infrastructure for TELLfolio. For VAuLT, Ms. Knight will develop one module for Haitian Creole and Portuguese.

CASLS Associate Director Mandy Gettler will contribute 15% of her time to administer project dissemination by overseeing InterCom, creating promotional materials, coordinating social media efforts, and maintaining project websites and online databases. She will communicate with partners about project activities and help manage partnerships with other Title VI centers.

CASLS Educational Software Programmer Mr. Carl Burnstein will contribute 10% of his time to revise and finalize all portfolio features for LFO with Mr. Morison.

CASLS Language Technician Mr. Christopher Daradics will contribute 10% FTE in year 4. For LFO, he will work with Ms. Knight to pilot and revise the one-to-one peer mentoring infrastructure for TELLfolio. For VAuLT, Mr. Daradics will lead the design challenge for the final thinking routines modules.

CASLS Research Director Dr. Linda Forrest will contribute 15% FTE in year 4 to lead the research components of each of the projects. In addition, Dr. Forrest will focus on the IPIC measure by working with Dr. Sykes to finalize it in two languages and the rating materials and

teacher training resources. Dr. Forrest will also co-lead the rating pilot and teacher training institute with Dr. Sykes.

CASLS Office Specialist Kim Larsen will contribute 5% of her time to the grant in year 4. In addition to her regular job responsibilities, Ms. Larsen will offer assistance to the project team in preparation for the IPIC measure rating training institute hosted in Eugene. She will make arrangements for the workshop in addition to working with the project team to curate materials. In addition, she will help prepare for Ted-talk style presentation in San Diego at the American Council on the Teaching of Foreign Languages (ACTFL) annual convention.

CASLS InterCom Editor Ms. Lindsay Marean will contribute 10% of her time in year 4. She will lead the curation of each InterCom issue, ensuring that each week includes an original topic of the week discussing a component of second language acquisition or language pedagogy, a usable classroom activity, and a collection of articles tagged by language, focus, and level.

CASLS Software Engineer Scott Morison will contribute 10% of his time in year 4 to revise and finalize all portfolio features for LFO with Mr. Burnstein.

CASLS will hire a graphic designer who will contribute 5% FTE in year 4 to work with Ms. Gettler to plan and develop exhibit materials during the annual American Council on the Teaching of Foreign Languages (ACTFL) convention, which serves as one core component of project dissemination.

Fringe Benefits

The fringe benefit rate applied throughout the grant period is:

Employee Type	Year 1 FY19	Year 2 FY20	Year 3 FY21	Year 4 FY22
Faculty on twelve-month contracts	75.3%	79.9%	80.2%	85.6%
Faculty on nine-month contracts	50.8%	54.7%	54.7%	59.3%
Faculty on nine-month contracts during summer	30.4%	33.5%	33.5%	37.1%

Hourly classified skilled and clerical employees	94.7%	99.5%	99.1%	104.8%
Hourly classified technical employees	79.8%	84.6%	84.4%	90.1%
Student employees	3.0%	3.6%	4.9%	4.9%

Fringe benefit rates can be found on the University of Oregon Sponsored Project Services (SPS) website at http://orsa.uoregon.edu/web/proposals/budget/quick_reference.pdf and on the Budget and Resource Planning website at https://brp.uoregon.edu/content/blended-ope-process.

Travel

The budget includes travel for PI Dr. Sykes and the Ted-talk style presenter to attend the American Council on the Teaching of Foreign Languages (ACTFL) annual conference. The 2021 conference will be held in San Diego. The expenses include an estimated $300 for conference registration, an estimated $700 for airfare, the GSA per diem rate for lodging at $153 per night for three nights and the GSA per diem rate for meals at $64 per day for three days. ACTFL is a critical dissemination and collaboration meeting for all Language Resource Centers.

Equipment

No equipment is requested in year 4.

Supplies

An estimated cost for the exhibit booth at the American Council on the Teaching of Foreign Languages Annual Convention, a core dissemination activity, includes $600 for developing promotional materials, $400 for shipping, $1,400 for renting exhibit space, and $1,300 for renting furniture. The total line item is thus $3,700.

Other Expenses

CASLS will host the IPIC measure rating training institute at its home institution of the University of Oregon in Eugene, Oregon. The institute will be an in-depth, hands-on experience

which will include a working lunch in order to allow time for participants to accomplish all institute objectives. The budget includes a request for $34.50 per person per day for catering lunch for fifteen people for two days.

CASLS will provide a stipend of $1,500 for one external advisor. The advisor will review work on all three of the proposed initiatives and provide feedback to guide improvements.

CASLS will provide a $500 honorarium for the Ted-talk style presenter to deliver a talk at the 2021 ACTFL annual convention.

CASLS will support the Intercultural Competence Conference (ICC) hosted by Center for Educational Resources in Culture, Language & Literacy (CERCLL) at the Univeristy of Arizona by offering two $150 scholarships for attendees. The ICC supports the theoretical development and educational outreach of the IPIC measure.

Indirect Cost

The University of Oregon has a negotiated rate agreement with the federal government through its cognizant audit agency, the Department of Health and Human Services (DHHS). The F&A rate applied to on-campus research is 47.5%. However, the agency-restricted indirect cost rate of 8% is budgeted.

OTHER SOURCES OF SUPPORT

To maximize technical and curricular developments, LinguaFolio Online (LFO) draws on partnerships with and funding from the National Foreign Language Center STARTALK Program, state education agencies, and individual school districts. The Center for Advanced Research on Language Acquisition (CARLA) will sponsor the travel for Dr. Sykes and Ms. Knight to present a summer professional development workshop on the implementation of LFO. CASLS also expects historical support from states through the National Council of State

Supervisors for Languages (NCSSFL) to continue (see letters of support). Most recently, CASLS partnered with the North Carolina Department of Public Instruction and the Utah State Department of Education to develop additional LFO features. These partnerships and funding are expected to continue throughout the duration of the grant period.

The National Foreign Language Center at the University of Maryland is jointly funding TELLfolio, which will leverage existing features of the current LFO.

The IPIC measure is a collaborative effort funded jointly by CASLS and the Assessment and Evaluation Language Resource Center (AELRC). In addition, CASLS will partner with the National Foreign Language Resource Center at the University of Hawai'i to jointly fund a Ted-talk style presentation at the 2021 American Council on the Teaching of Foreign Languages (ACTFL) annual convention about the value of comprehensive intercultural education, which supports the need and impact of the IPIC measure.

VAuLT is designed as a collaborative effort among various stakeholders to develop tracks of virtual and augmented reality modules that target real-world, unscripted language customized for the needs of a variety of professional domains. The Center for Open Educational Resources and Language Learning (COERLL) will jointly fund the digital games and social justice modules, the Title VI East Asia National Resource Center at the University of Oregon will jointly fund the thinking routines modules, and the Latin American Studies National Resource Centers at Vanderbilt University, Tulane University, University of New Mexico, and Florida International University will jointly fund the indigenous languages track.

Furthermore, the Vice President for Research and Innovation has provided a tuition remission waiver for a Graduate Employee to assist the project teams in completing the initiatives proposed here. The University of Oregon, through the Global Studies Institute, will

also provide funds to support the CASLS Research Director position held by Dr. Linda Forrest,

to ensure that she will have enough support to dedicate to the initiatives.